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ABSTRACT

A project was conducted to (1) inform Kentucky educators of the need for English as a second language (ESL) and bilingual or ESL vocational programs in order to provide equal educational opportunities for students of limited English-speaking ability (LESA); (2) provide teacher training in ESL and bilingual/vocational ESL to interested educators; and (3) establish an information and resource dissemination center to provide educators with information regarding teacher training. In order to achieve these objectives, project staff carried out the following activities: provision of five regional workshops for educators of LESA students; dissemination of four newsletters for educators of LESA students throughout Kentucky; provision of a state conference for educators of LESA students; update of a comprehensive bibliography of vocational materials for LESA students; and provision of free material loan service for these educators. The project yielded the following products: an established resource and technical assistance center to aid educators of LESA students; a bibliography of vocational education materials; and two teacher-training models. (Author/CT)

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FINAL REPORT

A PROJECT TO PROVIDE TEACHER TRAINING AND RESOURCES
FOR VOCATIONAL EDUCATORS OF LIMITED
ENGLISH-SPEAKING STUDENTS

AN ASSESSMENT OF NEEDS, PROGRAMS AND INSTRUCTIONAL RESOURCES

by

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AGREEMENT OF NONDISCRIMINATION

Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 state that no person in the United States shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary and dissemination program of the Commonwealth of Kentucky, like every program receiving assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law.

ACKNOWLEDGEMENTS

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PROJECT ABSTRACT

Title of Project: A Project to Provide Teacher Training and Resources for Vocational Educators of Limited English-Speaking Students

Project Duration: October 1, 1978 to June 30, 1979

Objectives: The project has focused upon the accomplishment of five major objectives: 1) to inform Kentucky educators of the need for English as a second language (ESL) and bilingual or ESL vocational programs in order to provide equal educational opportunities for students of limited English speaking ability (LESA); 2) to provide teacher training in ESL and bilingual/vocational ESL to interested educators; 3) to establish an information and resource dissemination center to provide educators with information regarding teacher training and other relevant resources related to ESL and bilingual/ESL vocational education instruction, plus provide a loan service to disseminate educational materials (with vocational/career education emphases) for use in programs with LESA students; 4) to conduct an on-going evaluation of all training activities provided through the project; 5) to provide an end-of-year conference on ESL and bilingual/ESL vocational education.

Procedures: In order to achieve the five objectives of the project, the project staff has carried out the following activities: 1) provision of five regional workshops for educators of LESA students; 2) dissemination of four newsletters for educators of LESA students to 1067 recipients in the state; 3) provision of a state conference for educators of students with limited English proficiency; 4) update of a comprehensive bibliography of vocational materials for LESA students; 5) provided a free material loan service for educators of LESA students; 6) provided an information center for Kentucky educators seeking assistance with LESA student-related problems; 7) development and dissemination of six evaluation instruments designed to assess training participants' attitudes relative to effectiveness and relevance of project-sponsored training; 8) conducted analysis of evaluation data.

Contribution to Education: The educational background of most Kentucky educators has not included training to prepare them to meet the special needs of LESA students. Since the existence of LESA populations in Kentucky has been documented by a 1978 WKU/BVE study, this project has sought to supplement the education of these educators in order to increase equal educational opportunities for the state's LESA populations.

Products: The following products have been yielded through this project: a established resource and technical assistance center to aid educators of LESA students; a comprehensive bibliography of vocational education materials for LESA students; two teacher-training models for vocational educators of LESA students.

CHAPTER I

INTRODUCTION

The Vocational Amendments of 1976 stipulate that persons of limited English-speaking ability (LESA) be provided equal access to vocational education.¹ One of the primary purposes of this legislation was the elimination of inequitable and discriminatory practices based upon linguistic difference in vocational education programs. This mandate has been strengthened by the issuance of guidelines by the Office of Civil Rights, Department of Health, Education and Welfare, which (1) identify areas of continued discriminatory practices in vocational education based upon national origin and linguistic difference and (2) set forth guidelines for remediation of these discriminatory practices.² These guidelines include the following responsibilities for all vocational education programs which are recipients of federal funding:

Recipients may not restrict an applicant's admission to vocational education programs because the applicant, as a member of a national origin minority, cannot participate in and benefit from vocational instruction to the same extent as a student whose primary language is English.³ ...If the Office of Civil Rights finds that a recipient has denied national origin minority persons admission to a vocational school or program because of their limited English language skills or has assigned students to vocational programs solely on the basis of their limited English language skills, the recipient will be required to submit a remedial plan that insures national origin minority students equal access to vocational education.⁴ ...If a recipient service area contains a community of national origin minority persons with limited English language skills, public notification must be disseminated to that community in its language and must state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational programs.⁵

For several states the implications of these mandates for vocational education were immediately apparent, since the existence of LESA population strata within these states was easily documented. The populations of states such as Illinois, Texas, New York, Florida and New Mexico are comprised of a high percentage of ethnic minorities who are readily visible. However, the LESA populations in states such as Kentucky are not nearly as large and, therefore, not as readily apparent. In order to assess the need for an effort by Kentucky

vocational education programs to serve LESA populations, a study was conducted in 1978 by Western Kentucky University through funding from the State Bureau of Vocational Education. Through a statewide survey and subsequent interviews, a comprehensive data base was established which described Kentucky's LESA populations and educational programs serving these populations. This study identified approximately 2256 students of limited English proficiency enrolled in four types of Kentucky educational programs--public schools, adult and community education, vocational education and community colleges. A total of 96 programs in 43 Kentucky communities (25 percent of all survey respondents) reported LESA populations residing within their jurisdictions and/or comprising a percentage of their student enrollment. The study also reported adult LESA populations in at least ten Kentucky communities which were not being served through any educational program. Although vocational education has been charged with the responsibility to recruit and serve LESA students, the WKU study revealed that, of the four types of programs surveyed, vocational education programs in the state reported the lowest LESA enrollment (N=45).⁶

Interviews were conducted by the project staff at 27 programs in 17 Kentucky communities with supervisory educational personnel at programs serving the LESA students. Many of these educators expressed a need for training and resources to assist in equitably serving these special needs students. Interview data revealed that, in some programs, LESA students were not being provided any assistance with English language learning; in other cases, the LESA students were assigned to special education teachers. On the other hand, several programs appeared to have made notable progress toward modifying their educational programs to accommodate the needs of their LESA students. Several adult basic education programs in Kentucky, plus the Jefferson County and Owensboro Independent school systems, in particular, had demonstrated notable progress in implementing English as a second language (ESL) programs for their LESA students. The majority of these programs, however, were using existing personnel who had no special training in working with LESA students.

Need for the Study

The 1978 WKU/BVE study established a comprehensive statewide data base which located Kentucky's LESA populations and described the type of educational services available to these persons. Although educators in 43 Kentucky communities reported LESA populations residing in their programs' jurisdictions, in many instances efforts to provide equitable education for these populations appeared incomplete or non-existent. Provision of vocational training for LESA students was markedly deficient, based upon enrollment data, as vocational programs in Kentucky reported the lowest number of LESA students of the four types of educational programs surveyed. Although adult education reported the largest number of LESA students in the state (N = 1115), evidence of articulation between vocational programs

and ABE programs was minimal. A low level of intraprogrammatic communication and cooperation was indicated among most of the four types of programs surveyed--adult education, vocational education, public schools and community colleges. In several communities, ESL programs were offered to serve certain age groups, while programs for other age level students and/or students desirous of vocational training apparently were not available. These inconsistencies indicated the need for a plan to coordinate LESA educational efforts within the communities where these populations were residing. Training for educators serving LESA students had been inaccessible, since teacher education programs in Kentucky were not designed to provide assistance or training in this area. In view of the federal mandates set forth in the 1976 Vocational Amendments, the 1978 study confirmed the need for provision of information and training to Kentucky educational personnel to better insure the state's LESA populations access to vocational and general educational programs designed to meet their special needs. In response to these needs, the Center for Career and Vocational Teacher Education, Western Kentucky University, received confirmation of funding to continue project activities through June, 1979. The objectives of the 1978-79 project have been as follows:

1. To inform educators of the need for ESL programs and bilingual or ESL vocational programs in order to provide equal educational opportunities for limited English-speaking students.
2. To provide teacher training in ESL and bilingual/ESL vocational education to interested educators.
3. To establish an information and resource dissemination center to provide educators with information regarding teacher training activities and other relevant resources related to ESL and bilingual/ESL vocational education instruction, plus provide a loan service to disseminate educational materials (with vocational/career education emphases) for use in programs with limited English-speaking students.
4. To conduct an on-going evaluation of all teacher training activities provided as part of the project.
5. To provide an end-of-year conference at WKU on ESL and bilingual/ESL vocational education.

Definitions of Terms

- (1) Limited English-speaking ability (LESA) - "Limited English-speaking ability, when used in reference to an individual means:
 - (a) Individuals who were not born in the United States or whose native tongue is a language other than English, and

- (b) Individuals who come from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language."⁸
- (2) English as a Second Language (ESL) Instruction - This is a linguistic technique designed to teach English language skills to students of limited English ability. It is usually taught for a specified number of hours each week. English is presented to limited English-speaking students in much the same way as a foreign language is taught to English-speaking students. The objective of this type of instruction is to make non-English speakers competent in English and, by this means to enable them to better function in American society.⁹
- (3) Vocational ESL (English as a Second Language) Instruction - This type of instruction is provided in English and, like a traditional ESL class, develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are contextualized into work-related situations; that is content used to teach language skills is vocationally oriented. The goal of this type of program is to achieve language and content goals concurrently, thus reducing time required for LESA students to overcome unemployment and underemployment.¹⁰
- (4) Bilingual Vocational Education Instruction - This type of instruction uses the primary language to facilitate the acquisition of the target language. It also uses the first language, and then the target language, to teach other than language skills (e.g., math, clerical skills, repair operations); it relies less on the first language as second language proficiency increases. In instances where the teacher is not bilingual, a bilingual teacher's aide/interpreter may be utilized.¹¹
- (5) Life Skills Instruction - A structured teaching and counseling approach designed to assist limited English-speaking students in acquiring the psychological and social skills for coping with the interrelated problems of living encountered in training, on the job, in the home, and in the community in American culture. The individual life problems of limited English-speaking students are developed into a comprehensive list and categorized. A syllabus of problems to be covered is then organized; the majority of the problems will most likely fall into one of the following five categories:
- 1) Managing a career
 - 2) Developing one's self and relating to others
 - 3) Managing home and family responsibilities
 - 4) Managing leisure time
 - 5) Exercising community rights, opportunities and responsibilities

Learning experiences are then provided which frame the problem in a motivationally arousing way, dignify what the student already knows about the problem-task, and what he/she needs to know for mastery of the task and give him/her experience in translating this knowledge into action.¹²

- (6) WKU - The abbreviation for Western Kentucky University.
- (7) BVE - The abbreviation for the Kentucky Bureau of Vocational Education.
- (8) CCVTE - The abbreviation for the Center for Career and Vocational Teacher Education at Western Kentucky University.

Limitations of the Study

- (1) Primarily due to time constraints, field testing of evaluation instruments developed for this study was prohibited. In lieu of field testing, evaluation instruments were subjected to review by a panel of educators at Western Kentucky University who were knowledgeable in the area of instrument development. Constraints of time also prohibited rigorous testing for reliability and validity of the instruments developed for this study. The evaluation data should therefore be reviewed within the bounds of these limitations.
- (2) In reviewing evaluation data for both the state conference and the regional workshops the reader will note that reported attendance figures are larger than the number of persons completing evaluations. Since evaluation forms were distributed at completion of the training, participants who left training sessions early were unable to complete evaluations. Job commitments and family responsibilities were reported to the project director as the reasons for early departure, as opposed to any displeasure with the training. Since the conference extended over a period of three days, this occurred with higher frequency than with the workshops. Although the evaluation data should be examined with this limitation in mind, it is the feeling of this author that they can be safely generalized as reflective of overall response to project-sponsored training.

CHAPTER II

METHODS AND PROCEDURES

In accordance with the five major objectives of this project, the aim of this year's activities has been to familiarize state educators serving LESA populations with the need for appropriate program modifications, offer resources and training, and evaluate the effectiveness and value of this training. The five major objectives of the project are listed below, followed by descriptions of the activities involved in accomplishment of each objective:

Objective I: To inform educators of the need for ESL programs and bilingual or ESL vocational programs in order to provide equal educational opportunities for LESA students.

- A. A project workshop staff comprised of the project director, plus ESL and cross-cultural specialists has provided five regional workshops across the state of Kentucky. The primary purpose of these workshops was to emphasize the need for educators to adopt ESL and bilingual/ESL vocational teaching approaches in working with their LESA students. The rationale for the primary emphasis upon ESL teacher training was based upon the 1978 WKU/BVE study which revealed that the LESA populations within the state were generally comprised of persons of varying linguistic and national origin backgrounds. In view of this finding plus the recognized fact that the majority of Kentucky's teachers are monolingual (English-speaking), the project director (and consultants hired for training) concurred that the most practical approach for training state educators was to stress adoption of ESL (English as a second language) teaching by existing staff as opposed to training or hiring teachers for bilingual/multilingual education. The mixture of linguistically diverse students in Kentucky classrooms and the impossibility of identifying multilingual teachers made the bilingual education approach completely infeasible. In instances where pupils had minimal English proficiency and for counseling/guidance purposes, techniques for using bilingual teachers' aides (interpreters) were provided for training participants.

The five project-sponsored workshops were held at the following sites on the dates specified:

January 19	Paducah Community College
February 1	Lexington-Lexington Technical Institute
February 2	Louisville-Holiday Inn-Bardstown Road
February 22	Ashland-Greenbo Lake State Lodge
February 23	Covington-Thomas More College

Selection of these five locations was based upon the findings of the 1978 WKU/BVE survey, which indicated that these sites were accessible to the majority of the programs reporting LESA populations.

An intensive effort was carried out by the project staff to notify educators in Kentucky about the workshop. Workshop publicity was provided through the first project newsletter, DIRECTIONS, which was disseminated statewide to 1067 educators. The copies of the four project newsletters are found in Appendix A. (Newsletter mailing list is provided under Objective III, p. 10.) In an effort to promote workshop attendance, the project offered full reimbursement of travel expenses and meals to all participants.

The workshop staff was comprised of the project director and two consultants, Dr. Ronald Eckard and Dr. Carley Dodd, faculty members at Western Kentucky University. (See consultants' vitae, Appendix B.) Three planning sessions involving the workshop staff were held prior to workshop implementation. Responsibilities for the training components of the workshop were assigned as follows:

Description of WKU 1979 project functions and findings of 1978 study	Project Director
Description of suggested models for various types of programs enrolling LESA students . . .	Project Director
ESL methods and procedures	Dr. Eckard
Cross-Cultural Communication	Dr. Dodd
Bilingual/ESL vocational education	Project Director
Life survival skills	Project Director (Counseling component) Dr. Eckard (Survival English Component)

Each workshop was five hours in duration plus a one-hour break for lunch. Each participant was provided an evaluation packet, and, as each training component was completed, participants were asked to evaluate that section of the workshop. At the end of the day's training, the participants were then asked to complete an overall workshop evaluation. All evaluations were completed anonymously in an effort to promote frank responses.

Following each workshop, evaluations were reviewed by the project director with special attention to any workshop weaknesses indicated by participants plus their suggestions for improving the quality of the workshop. However, since the majority of the evaluations were highly positive, few modifications in workshop format or training techniques were necessary.

Examples of supplemental material for the workshops are provided in Appendix C. These include diagrams of suggested program models, outline of discussions for the ESL and cross-cultural communication training components, supplemental bibliographies for the ESL training component, and supplemental material for the vocational ESL and life survival skills section. A brief description of each training session is provided below:

Program Models (approximate time allocation - 20 minutes)

Three types of program models, or designs, were discussed:

- 1) Elementary or secondary school
- 2) Vocational center with learning center coordinator
- 3) Vocational center (no learning center coordinator)
or an adult education program

Each of these suggested models outlined an interdisciplinary approach for LESA language instruction, involving at least one ESL teacher, counselor, optional bilingual aide, and, in the last two models, the vocational instructors. The proposed responsibilities for each of these educators were illustrated by the models. (See Appendix C.) The importance of mutual cooperation and communication among all personnel involved in these models was strongly emphasized.

ESL--Methods and Procedures (one and one-half hour)

Various methods of second language teaching were described in this section along with techniques for assessing the level(s) of LESA students' English proficiency. Strong emphasis was given to the point that ESL instruction should be based upon the needs of the students. (Example: Does the student need ESL instruction to enable him to enter college, get a job, enter vocational training, and/or carry out daily responsibilities, such as shopping, getting a driver's license, talking on the telephone, etc.?) Specific techniques to facilitate various types of language teaching were outlined, and lists of recommended ESL materials were provided to participants.

Cross-Cultural Communication (one hour)

This discussion included an examination of varying types of non-verbal behavior demonstrated by persons of differing cultures. A discussion of teaching appropriate behavior for American culture was included, along with suggested methods of handling cultural "blunders" made by LESA students and educators of LESA students.

Vocational ESL (45 minutes)

One topic which was discussed during this section was the rationale for implementing a vocational ESL program; i.e. these programs are needed for students who are in need of expedited language

learning to get a job due to their economic circumstances. Methods for modifying and adapting vocational materials for LESA students were then described. The use of a bilingual aide (para-professional) was also discussed, along with suggested sources for bilingual aides, the role of the aide, and desirable personal/professional characteristics of the aide.

Life Survival Skills Instruction (one-half hour)

One of the primary emphases of this section was the necessity for identifying the basic survival skills needed by LESA students. The suggested approach to this need was an interdisciplinary effort of the counselor and the ESL teacher. A model for a life skills program with a counseling and language component was provided to the participants. (See Appendix C.) The discussion leaders stressed that vocational and/or academic success would be difficult or impossible for LESA students whose basic needs were not being fulfilled. This was further illustrated by a brief discussion of Maslow's Hierarchy of Needs. Suggested approaches for life survival skills counseling were then set forth, including the use of the bilingual aide for interpreting, when needed. Following this, a discussion of suggested activities for teaching "survival English" was provided, which included role-playing exercises and field trips.

- B. Also in accordance with Objective I, the project director has made a concerted effort to disseminate information on project objectives and activities via publications and presentations. In addition to the project newsletter, three articles have been submitted for publication; two articles have been published thus far. (Articles in Issues in Education and KVGA Newsletter have been published (see Appendix D); an article for ED NEWS is forthcoming.) The project director has also appeared on a Kentucky Educational Television program, "New Shapes in Education," during which the findings of the 1978 study were discussed along with a description of 1979 project objectives and activities.

Objective II: To provide teacher training in ESL and bilingual/vocational ESL to interested educators

In addition to training described under Objectives I and IV, the following training has been publicized through the WKU project:

- A. Due in part to interest generated by workshop participants, Western Kentucky University has approved an ESL teacher training course to be initiated during the summer semester of 1979. A vocational teacher training component will be offered as part of this course; this component will be designed and presented by the project director. This course has been publicized through the project newsletter (See April Newsletter, Appendix A) and announced at the project-sponsored state conference. Names of other state universities offering ESL teacher training were also provided to conference participants.

- B. Although not sponsored by the WKU/BVE project, a workshop sponsored by the Miami Lau Assistance Center for the Jefferson County Board of Education and other interested educators from the state of Kentucky was publicized through the project newsletter. (See Appendix A, February Newsletter.)

Objective III: To establish an information and resource dissemination center to provide educators with information regarding teacher training and other relevant resources related to ESL and bilingual/ESL vocational education instruction, plus provide a loan service to disseminate educational materials (with vocational/career education emphases) for use in programs with LESA students.

- A. Four project-developed newsletters were published and disseminated to a total of 1067 educators in the state. (See Appendix A.) Kentucky educators receiving the newsletter included the following:

1. All school superintendents
2. All vocational school directors
3. All vocational regional personnel
4. All special vocational instructors
5. All vocational learning center coordinators
6. Regional and vocational center guidance counselors
7. Regional guidance supervisors for public schools
8. High school principals
9. Directors of all ESL programs in state
10. All positive respondents to 1978 WKU/BVE survey
11. Directors of all state university ESL teacher training programs
12. All state community college directors

The primary functions of the newsletter were to provide:

1. news and publicity about related training activities in Kentucky (both project-sponsored and others)
2. information on resources and assistance available through the WKU/BVE project and other sources
3. ideas for program implementation and/or improvement.

- B. As part of a continued complementary effort with the University of Kentucky Curriculum Development Center, the WKU/BVE project has provided a free material loan service to programs enrolling LESA students. Resources available through this service consisted of curriculum materials acquired through the 1978 project plus additional supplies purchased through the 1979 project budget. These resource materials consist primarily of the following types of curricula:

1. ESL and bilingual materials (vocational/career education emphases)
2. Cultural awareness materials
3. Life survival skills materials

A list of these materials is provided in Appendix E. A copy of this resource list was provided to all workshop and conference participants. The material loan service was also publicized through two articles in the project newsletter. (See Appendix A, December and February Newsletter.)

- C. The project staff provided assistance to vocational regional directors regarding LESA population figures required for their annual reports. Data from the 1978 survey were compiled by vocational regions upon request from the regional directors.
- D. As part of the 1978 study, the project staff compiled a bibliography of vocational materials appropriate for use with LESA students. During the course of this activity, it was discovered that a paucity of work existed in this field. Therefore, the 1978 bibliography stood as one of the most comprehensive works of this type available. In an effort to maintain currency, the project team has updated the bibliography during the 1979 project period, using essentially the same contact and follow-up procedures outlined in the 1978 report.¹³ In order to avoid duplicative printing costs, printing of the bibliography was postponed until after the 1979 update. The finalized version of the bibliography is provided as a supplement to this report.

All workshop and conference participants were provided copies of the bibliography upon request.

Objective IV: To conduct an on-going evaluation of all teacher training activities provided as part of the project.

- A. In order to measure training recipients' attitudes toward the quality of training provided and to monitor suggestions for improvement of services, six evaluation instruments were developed for this project. Four of the instruments were designed to evaluate individual training components of the regional workshops. The remaining two instruments were designed for overall evaluation of 1) the regional workshops and 2) the state conference.

The design of the five workshop instruments included use of Likert-type scales to access participants' attitudes regarding the training provided. Open-ended questions were also incorporated into the design of each instrument which were primarily used to access participants' suggestions for improvement of training and/or identify further topics which participants felt should be addressed. The four instruments for evaluating separate workshop components were identical in structure except for the headings. For identification purposes, these instruments were printed on four different colors of paper. Examples of all workshop evaluation instruments are provided in Appendix F.

In lieu of field testing, which was prohibited by time constraints, the first drafts of these instruments were submitted to a panel for critique. This panel was comprised of eight educational researchers at WKU plus the director of the Special Vocational Functions Unit and the coordinator of the Research Coordinating Unit in the Bureau of Vocational Education. Following the panel critique, the designs of these instruments were modified based upon the panel's recommended revisions.

For the workshops, an evaluation packet was compiled for each participant. These packets contained an evaluation form for each of the four major workshop components plus an overall workshop evaluation. Each participant's packet and its contents were assigned a unique number in order to keep each set of evaluations intact and to permit ease of identification. As participants completed each evaluation form, they replaced the form into their evaluation packet. All evaluation packets were completed anonymously and were collected at the completion of each workshop.

The conference evaluation form was designed to measure participants' attitudes toward effectiveness of training and relevance to their needs, obtain input on positive and negative aspects of the training, and access perceptions regarding further program needs. Participants were asked to respond to evaluation items on Likert-type scales plus answer three open-ended items. An example of the conference evaluation form is provided in Appendix G.

All evaluation data have been compiled and tabulated, and these data are presented in the Findings section of this report.

Objective V: To provide an end-of-year conference at WKU on ESL and bilingual/ESL vocational education.

Interest and support for a state conference for educators of LESA students were generated during the 1979 project through response to specific workshop evaluation items and through response to a project newsletter conference support article. A strong effort to promote attendance by vocational education personnel was made by both the project staff and BVE personnel. This effort included the following activities:

1. Provision of BVE funding to assist with participants' travel expenses (\$66 maximum). Although attendance by educators from other programs was welcomed, priority for reimbursement was assigned to state vocational education personnel.
2. Publicity through project newsletter. The April newsletter featured an article with general information about the conference (dates, place, travel reimbursement information, course credit, and registration form).

(See April Newsletter, Appendix A.) The May newsletter was entirely devoted to publicity and information regarding the conference. (See May Newsletter, Appendix A.)

3. Letters to regional vocational directors. The director of the Special Vocational Functions Unit in the State Bureau of Vocational Education sent letters to all regional vocational directors informing them of the conference and urging teams of vocational educators from each region to avail themselves of this training opportunity.

The program for the state conference was designed in accordance with the following primary objectives:

1. to assess Kentucky's progress during the year toward providing equal educational opportunities for its LESA populations
2. to examine problems encountered during the year and examine possible solutions
3. to provide additional training in:
 - a) ESL
 - (1) teaching strategies
 - (2) curriculum development and/or selection
 - b) Bilingual/ESL vocational education:
 - (1) teaching strategies
 - (2) curriculum development and/or selection
 - c) to provide training in dealing with cultural diversities encountered in teaching students from other national and/or ethnic origins
 - d) to provide training in life/occupational survival skills instruction for limited English-speaking students

In designing the conference program, the project staff relied heavily upon training suggestions from workshop participants which were garnered from previous training evaluations. Two of these recommendations were inclusion of 1) information/training on immigration and citizenship guidelines and 2) guidance and counseling procedures for LESA students. (It was felt that other training recommendations were covered by the existing proposed objectives.) Therefore, coverage of these two additional topics was added to the existing conference objectives.

The staffing for the conference was comprised of the project director, twelve resource persons from within the state, and six consultants with expertise/experience in specific areas. Dr. Norman Ehresman, Director of Education Services at Western Kentucky University, provided welcoming remarks on behalf of the university. Representatives from four Kentucky programs serving LESA students were enlisted to provide program reports for the conference. These programs had been visited by the project director as part of the 1978 study, and it was felt that information-sharing from program representatives might be of interest and benefit to other participants. In order to assess Kentucky's progress within the past year in regard to LESA education, state-level representatives from four program areas were asked to participate in a conference panel report. These included three representatives from various units of the State Department of Education--vocational education, elementary and secondary education and adult education. The director of ESL instruction at WKU was the fourth member of this panel, and reported on the status of LESA education in Kentucky higher education. The director of the Kentucky Bureau of Immigration and Citizenship also consented to participate on the conference program to orient conference participants in regard to regulations on citizenship requirements, student visas, and related topics.

Vitae for the six consultants hired for the conference are provided in Appendix B. Each of these persons possessed extensive consulting experience and/or professional expertise in the topic(s) which they were asked to address during the conference. The consultants and their assigned areas of training responsibility for this conference are listed below:

Ms. Jodi Crandall
Consultant in Writing
and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Dr. Nap DuFault
Superintendent
Elizabethtown City Schools
Elizabethtown, Kentucky 42701

Dr. Ronald Eckard, Director
English as a Second Language
Western Kentucky University
Bowling Green, Kentucky 42101

Mrs. Mary Ann Kearny
English as a Second Language
Western Kentucky University
Bowling Green, Kentucky 42101

English for Special
Purposes; Teaching
Culture to ESL Students;
Sources of Help for
Your Program

Opening Address:
"Bilingual Education:
More Doubletalk?"

Kentucky's Present and
Future Status in Educa-
tion for LESA Students;
Sources of Help for Your
Program; ESL Mini-Workshop

Sources of Help for Your
Program; ESL Mini-Workshop

Dr. JoAnn McCarthy, Director
Bilingual Vocational Education
Teacher Training Program
Department of Curriculum and
Instruction
233 DeGarmo Hall
Illinois State University
Normal, Illinois 61761

Sources of Help for Your
Program; Vocational ESL
Mini-Workshop

Dr. John Waidley, Director
Bilingual Vocational Guidance-
Education Project
Eastern Michigan University
Ypsilanti, Michigan 48197

Sources of Help for Your
Program; Guidance and
Counseling for LESA
Students

The following resource persons from Kentucky served as contributors
to other sections of conference program:

Mr. Harry Baker
Consultant
Division of Adult Education
State Department of Education

Mr. Lou Perry
Coordinator
Research Coordinating Unit
Bureau of Vocational Education
State Department of Education

Mr. Tony Koester
Consultant
Division of Program Development
State Department of Elementary and Secondary Education

Ms. Emmie Rein
Bilingual Specialist
Jefferson County Schools
Louisville, Kentucky

Mr. Charles Black
Assistant Director
Fayette County Adult Education
Lexington, Kentucky

Ms. Roberta Shain
ESL Instructor
Fayette County ABE/ESL Program
Lexington, Kentucky

Ms. Jacquelyn Milman
ESL Instructor
Fayette County ABE/ESL Program
Lexington, Kentucky

Ms. Karen McIntire
Title I Coordinator
Owensboro City Schools
Owensboro, Kentucky

Mr. Buell Snyder
Assistant Director
ABE/GED Programs
Jefferson County Board of Education
Louisville, Kentucky

Ms. Carol Mudd
Coordinator
Talbert Continuing Education Center
Louisville, Kentucky

Ms. Harriett Keller
ESL Instructor
Talbert Continuing Education Center
Louisville, Kentucky

The Continuing Education Center on the Western Kentucky University campus was designated as the site for the conference. The dates and times for the conference were from 12:00 p.m., June 6, to 12:30 p.m., June 8. A schedule of conference activities is provided below:

June 6

12:00-12:30	Registration
12:30- 1:00	Welcome
1:00- 1:30	Icebreaker exercises
1:30- 2:45	Opening Address: "Bilingual Education: More Doubletalk?"
2:45- 3:00	Coke break
3:00- 4:30	Panel Discussion "Kentucky's Present and Future Status in Education for LESA Students"

June 7

8:00- 8:30 Coffee and doughnuts

8:30-10:00 "English for Special Purposes"

10:00-10:15 Break

10:15-11:25 Reports from Kentucky Programs
(Participants chose one from each time period)

1st time
period

10:15-10:45 1) Jefferson County Schools Bilingual/ESL Program

10:45-11:55 2) Fayette County ABE/ESL Program

Break

2nd time
period

10:55-11:25 1) Owensboro City Schools ESL Program

2) Louisville ABE/IRAP Program

11:30-12:45 Lunch

12:45- 2:15 "Teaching Culture to ESL Students"

2:15- 2:30 Coke break

2:30- 3:15 "Immigration and Citizenship
Information for Educators"

3:15- 4:15 "Sources of Help for Your Program"

June 8

8:00- 8:30 Coffee and doughnuts

8:30- 9:45 "Guidance and Counseling for LESA Students"

9:45- 9:55 Break

9:55-11:55 Mini-Workshops (Participants chose one)

1) "It Works!: Tried and True ESL Texts and
Techniques"

2) "Vocational Education--Adapting Your Program
and Materials for LESA Students"

11:55-12:05 Break

12:05-12:30 Conference Wrap-Up
Evaluation
Reimbursement Procedure

A brief overview of the major conference sessions is provided in the following section:

Opening Address - "Bilingual Education: More Doubletalk?"

A short history of bilingual education was provided in this speech by the consultant, Dr. Nap DuFault. The transitional and maintenance approaches to bilingual education were defined and compared. Present attitudes on the part of federal agencies were discussed, with emphasis made that transitional bilingual education programs appear to be receiving stronger support by the current administration. Also included in this address were descriptions of the speaker's personal experiences in designing a bilingual education program. A period for participants' questions was provided at the conclusion of the speech.

Panel Discussion - "Kentucky's Present and Future Status in Education for LESA Students."

This panel featured reports from state department personnel from three educational areas--vocational education, adult education and elementary/secondary education. A report from higher education was provided by the director of ESL at Western Kentucky University. Each member of the panel related what the present status of LESA education was in his respective area. Some of the features of these reports were: 1) as of 1979-80 school year, the Kentucky program of studies will include ESL instruction for grades K-12; secondary students may receive up to 4 units of credit for ESL instruction; 2) supplemental (30% optional) curriculum funds for public schools may be used as of 1979-80 to purchase ESL materials; 3) in 1981, with the new adoption of public school textbooks, textbook funds will be appropriated for purchase of ESL materials, where needed. The state will advertise for submission of bids by ESL textbook publishers; 4) funding is available from the Bureau of Vocational Education for establishing LESA vocational instruction; 5) the BVE encourages intra-programmatic cooperation/articulation in provision of equitable vocational education for LESA students.

English for Special Purposes

Consultant Jodi Crandall discussed the differences between ESL (English as a Second Language) and ESP (English for Special Purposes) instruction. Some ESP programs cited and described were vocational English and survival English. Supplementary materials for this section are provided in Appendix H.

Reports from Kentucky Programs

Representatives from four state programs serving LESA students reported on their program design, funding sources and discussed teaching strategies/materials used in instruction of these students. The designs of these programs were diverse and served varying age-

Reports from Kentucky Programs (continued)

level students. They included a Title VII bilingual education program at the elementary and secondary level, a vocational training program for adults funded through IRAP (Indochinese Refugee Assistance Program), an ABE/ESL program, and an elementary/middle school ESL program provided through Title I funding.

Teaching Culture to ESL Students

Various culturally-sensitizing exercises for LESA students were included in this session of the conference, which included exercises for teaching appropriate "body language" and standard socially-accepted behaviors for various situations. Also discussed were sources of culture-awareness materials for educators. Supplementary material for this conference component is provided in Appendix I.

Immigration and Citizenship Information for Educators

The state director of the Bureau of Immigration and Citizenship provided information regarding requirements for citizenship, LESA student employment, and student visas. A question/answer session to address participants' specific concerns was included as part of this presentation.

Sources of Help for Your Program

On the first day of the conference participants were asked to identify an area of LESA education in which they needed help and information. These needs were accessed through an input sheet which was distributed to all participants. These concerns were compiled into a list of topics which were then addressed by a panel of all consultants during this section. An example of the input sheet and the resultant list of participant concerns are provided in Appendix J.

Guidance and Counseling for LESA Students

The consultant for this session, Dr. John Waidley, is director of a bilingual vocational guidance project funded by the U.S. Office of Education. During this conference section, Dr. Waidley shared a bibliography of guidance and career education materials which was a product of this project. An annotated version of this bibliography is available upon request from the Eastern Michigan project. (See Appendix K.) A film illustrating cultural stereotyping and "culture shock" entitled "Charlie Squash", produced by the Canadian Film Board, was also presented. Also included in this presentation was an exercise which was designed to illustrate the influence of educators' expectations and confidence for LESA student success.

Mini-Workshop: "It Works!: Tried and True ESL Texts and Techniques"

This training section focused on provision of material, information and practice in techniques which the consultants had found effective in their ESL teaching situations. Training focused upon resources and strategies for teaching four language skills: reading, writing, pronunciation and grammar. Activities included practice in use of jazz chants for pronunciation teaching and evaluation of student needs by listening to a tape of a LESA student's conversation, tallying errors and deciding what the major ESL objectives for that student should be.

Mini-Workshop: Vocational Education--Adapting Your Program and Materials for LESA Students

Strategies for adapting vocational education instruction to serve linguistically diverse students were discussed in this training section. Methods and resources for modifying vocational curriculum materials were supplied, along with guidelines for using a bilingual aide/interpreter. Methods for evaluating reading levels of materials were also covered, along with strategies for assessing cultural biases in vocational materials. Supplemental material for this component is provided in Appendix L. Also used as supplementary material for this discussion were the WKU-developed workshop materials on use of a bilingual aide and adaptation of vocational materials for LESA students (See Appendix C).

CHAPTER III

ANALYSIS OF PROJECT FINDINGS

In accordance with project objectives, six training activities were offered through this project. In addition, an information and resource dissemination unit was made available to state educators of LESA students through this project.

In order to report the attitudes of training recipients toward the quality of the workshops and state conference, evaluation instruments were developed to access participant attitudes regarding the quality of training offered through the project and the perceived degree of relevance to their program needs.

Furthermore, the functions of the LESA information/resource unit at WKU were documented by the project staff in order to monitor the various agencies/programs served through this project component.

This section of the report will present both the results of all training evaluations and an account of the various services provided through the information/resource unit.

Workshop Evaluation Findings

Each workshop participant at the five regional workshops was asked to complete five evaluation instruments--one overall workshop evaluation and four evaluations of individual workshop components. The findings from these two types of evaluations will be examined separately.

Findings Based Upon Overall Workshop Evaluation Data

Of the total 81 persons who attended these training sessions, 78 persons totally or partially completed their evaluation packets. Representatives of educational programs from 13 Kentucky communities attended these workshops. (Ashland, Catlettsburg, Covington, Florence, Ft. Mitchell, Frankfort, Highland Heights, Lexington, Louisville, Morehead, Murray, Paducah, and Richmond.) An examination of the types of educators attending the five workshops reveals that the largest number of participants were from adult education (N = 27), followed by representatives from higher education (N = 21). Participants from "other" types of programs comprised the next largest group (N = 15). These "other" programs included seven graduate students and eight representatives from a county extension home economics program. Representation from vocational education and public school programs was the lowest, with each of these types of programs yielding a total of nine participants for the workshops. Table 1 provides a breakdown of the number and type of participants for each of the workshops.

TABLE 1

WKU/BVE Workshops: Sites, Dates and Number and Type of Participants

Site and Date	Number of Participants	Programs Represented:				
		Adult Education	Vocational Education	Public School	Higher Education	Other
Paducah Paducah Community College January 19	14	11	2	0	1	0
Lexington Lexington Technical Institute February 1	18	2	2	4	4	6
Louisville Holiday Inn-Bardstown Road February 2	27	6	4	4	13	0
Ashland Greenbo Lake State Lodge February 22	11	3	0	0	0	0
Covington Thomas More College February 23	11	5	1	1	3	1
Total N	81	27	9	9	21	15
$\bar{X}$ Attendance for workshops	16.5					

Training recipients' responses (N = 58) to an evaluation item designed to poll former training in LESA educational strategies revealed that 64 percent of the workshop participants (N = 37) possessed no previous training in this area, although 76.3 percent (N = 45) reported that their programs were serving LESA students. (See Table 2.) The number of participants from higher education (N = 10) influenced this overall percentage, also, as the percentage of participants without previous training, exclusive of representatives from higher education, was 73 percent (N = 27).

TABLE 2

Workshop Participants' Previous Exposure to LESA
Education Training

	Frequency of Responses	% of Total Responses
No previous training before workshop	37	64.0
Prior training before workshop	21	36.0
Total N	58	100.0

A total of 59 workshop participants responded to a question which polled whether their program presently enrolled LESA students. LESA enrollments were reported by 76.3 of the respondents to this item, while 23.7 of the respondents reported no LESA students in their program. The national origins of LESA students were reported by 30 workshop participants. The responses to this item are presented in Table 3. The most frequently reported type of LESA enrollees were "mixed" enrollments, i.e., students from several different national origins. Indochinese (Vietnamese, Hmong, Thai, etc.) were the second most frequently reported type of LESA enrollment. LESA students of Hispanic and Persian Gulf origins (primarily Iranian) were the third and fourth most frequently reported types of students being served. The number of LESA students enrolled in the various programs represented ranged from 1 to 175.

The major objective for workshop attendance reported by a majority of the participants was "to acquire information regarding appropriate language teaching strategies to use with LESA students." Of a total 43 responses to this item, 28 (65.1 percent) participants indicated this was their major objective. "Other" major objectives were indicated by seven participants (16.3 percent). These "other" objectives were to obtain training in the following categories:

TABLE 3

National Origin of LESA Students Enrolled
in Programs of Workshop Participants

National Origin	% of Participants Reporting this Type of LESA Student	Number of Partici- pants Reporting this Type of LESA Student
Mixed	35.0	14
Indochinese	32.5	13
Hispanic	15.0	6
Persian Gulf	10.0	4
Chinese/Korean/Japanese	5.0	2
European	2.5	1
	100.0	N = 30

- (1) "employment skills"
- (2) "ideas to teach EFL (English as a foreign language)"
- (3) "legal rights, immigration laws, labor permits, etc."
- (4) "citizenship materials"

The major objective for four participants (9.3 percent) was to acquire information regarding appropriate vocational education program modifications for LESA students. Four other participants (9.3 percent) indicated that their primary objective for workshop attendance was "to acquire information regarding appropriate guidance techniques to use with LESA students." The primary objectives for workshop attendance reported by participants are shown in Table 4.

Another item on the overall workshop evaluation sought to access participants' attitudes regarding the perceived degree of success achieved in fulfillment of their personal objectives for workshop attendance. This item, which contained a 5-point response scale ranging from "very successful" to "unsuccessful", received a total of 56 responses. A total of 24 participants (42.9 percent) rated the workshop "very successful." A rating of "successful" was given by 22 participants (39.3 percent). Nine participants (16.1 percent) rated the workshop "moderately successful," and one participant (1.8 percent) submitted an "unsuccessful" rating. Responses to this item are displayed in Table 5.

Thirteen objectives to be achieved through training activities were set by the workshop staff. These objectives were discussed with participants at the beginning of each workshop on the overall workshop

TABLE 4

Participant's Major Objectives for Attending Project Workshop
as Reported on Overall Workshop Evaluation Form

	Frequency of Responses	% of Total Responses
To acquire information regarding appropriate language teaching strategies to use with LESA students	28	65.1
To acquire information regarding appropriate vocational education program modifications for LESA students	4	9.3
To acquire information regarding appropriate guidance techniques to use with LESA students	4	9.3
"Other" (See text)	7	16.3
Total N Responses	43	100.0

TABLE 5

Degree of Success in Fulfilling Participants' Objectives
for Workshop Participation as Indicated on
a Five-Point Scale*

	Frequency of Responses	% of Total Responses
Very Successful	24	43.0
Successful	22	39.0
Moderately Successful	9	16.0
Somewhat Unsuccessful	0	0
Unsuccessful	1	2.0
Total N Responses	56	100.0

* 1 = Very Successful to 5 = Unsuccessful

evaluation, participants were then asked to respond on a five-point Likert type scale regarding the degree of success which they felt the staff had achieved in accomplishment of these objectives. The value for the highest rating on this scale was 1 (very successful); the lowest rating value was 5 (unsuccessful). The mean scores for these ratings are provided in Table 6. It should be noted that ratings on scales of this type generally tend to fall in the middle range. The tendency for the means for all workshop ratings to fall within the two highest points on the scale is viewed as strongly indicative of successful accomplishment of training objectives as reflected by participant evaluation data. For an evaluation item requesting suggestions for workshop improvement, 76.9 percent of the participants completing evaluations did not respond. This was interpreted as a positive reflection of participant attitudes toward the workshops. Participants were also queried regarding the need for further training. Of the 53 responses to this item, 50 participants (94.3 percent) indicated that they would like to receive further training.

TABLE 6

Participants' Responses to Items Regarding Successful Achievement
of Workshop Objectives Using 5-Point Response Scale*

Workshop Objectives	N Responses	$\bar{X}$
1. To demonstrate the need for ESL instruction in programs enrolling limited English-speaking students	59	1.39
2. To demonstrate that ESL instruction is more appropriate for students of limited English-speaking ability than more unstructured linguistic instruction	56	1.41
3. To provide appropriate ESL teaching strategies for educators of limited English-speaking students	59	1.78
4. To demonstrate the need for a bilingual and/or ESL vocational education component in programs enrolling limited English-speaking students	57	1.59
5. To offer ideas for an interdisciplinary approach between vocational teachers, ESL teachers and other staff members for successfully mainstreaming limited English-speaking students into regular vocational programs	58	1.63
6. To examine cultural barriers to anticipate in working with limited English-speaking students	58	1.46
7. To offer possible solutions to cultural problems which may arise in working with limited English-speaking students	58	1.72
8. To demonstrate the need for life skills instruction for students of limited English-speaking students	56	1.62

* 1 = Very Successful to 5 = Unsuccessful

TABLE 6 (Continued)

Participants' Responses to Items Regarding Successful Achievement
of Workshop Objectives Using 5-Point Response Scale*

Workshop Objectives	N Responses	$\bar{X}$
9. To offer educational strategies for implementing life skills counseling and instruction	53	1.92
10. To increase sensitivity to the educational barriers encountered from the limited English-speaking student's perspective	57	1.66
11. To increase awareness of the need for implementing program modifications in order to more equitably serve limited English-speaking students	57	1.66
12. To provide basic educational strategies with immediate applicability for programs enrolling linguistically diverse students	57	2.05
13. To provide practical educational program ideas for educators of limited English-speaking students	57	1.98

* 1 = Very Successful to 5 = Unsuccessful

Findings Based Upon Workshop Component Evaluation Data

At the conclusion of each of the four major training components of the workshops (vocational, ESL, cultural, and life skills), participants were asked to complete a brief evaluation of that section of the workshop. The primary purpose of these four evaluations was to provide participants a vehicle for 1) input regarding strengths and/or weaknesses of the four workshop components and 2) suggestions for improvement of future training. The information provided during each section was evaluated in regard to applicability to unique program needs, specificity and practicality. Discussion leaders for each component were evaluated on the basis of ability to lead discussion, receptivity to participants' concerns, knowledge of topic, organization, supplemental material provided, and effectiveness in addressing participants' needs and concerns. A total of 74 participants completed component evaluations (partially or completely). Again, participants were asked to rate their responses using a 5-point Likert-type scale, with rating choices ranging from 5 (very high) to 1 (very low). The mean scores for each area on the workshop component are provided in Table 7. It should be noted that the averaged ratings for 35 of a total of 36 responses were 3.69 or higher, which indicate a strong positive response by training recipients. The one exception to this trend, the 3.17 rating on the vocational component in regard to applicability to programs represented, may be attributed to the low number of vocational educators (N = 9) comprising the workshop audience.

Participants' suggestions for improvement for each workshop section and an open-ended response for "other comments" were also requested on the component evaluations. The number and type of responses yielded through these items are provided in Table 8.

Conference Evaluation Findings

A total of 35 persons from 6 Kentucky communities attended the project-sponsored state conference for Educators of Limited English Proficiency. (This number does not include representatives from CCVTE or consultants.) This total was comprised of 14 representatives from adult education programs, 8 from public schools, 7 from vocational education, 1 from a community college and 5 from other areas. The personnel from other areas included three representatives from the State Department of Education, one WKU graduate student in bilingual counseling, and one representative from the WKU/ESL department. Table 9 illustrates the composition of the conference participants in regard to program area representation. A list of the names and addresses of the conference participants is provided in Appendix M.

At the conclusion of the conference, participants were provided evaluation forms to complete anonymously. There were three primary purposes for this evaluation: 1) to access participants' opinions of the conference sessions which they attended in regard to a) quality of presentation and b) applicability to their program; 2) to obtain participant ratings regarding perceived success of accomplishment of conference objectives; 3) to gain participant input regarding

TABLE 7

Mean Scores for Workshop Component Evaluations
as Indicated on 5-Point Scale*

Areas Rated	Training Components			
	Vocational	ESL	Cultural	Life Skills
A. Information Provided	$\bar{X} = 3.17$	$\bar{X} = 3.69$	$\bar{X} = 4.29$	$\bar{X} = 3.83$
1. Applicability to my program	N = 62	N = 73	N = 72	N = 54
2. Specificity	$\bar{X} = 3.88$ N = 61	$\bar{X} = 3.80$ N = 71	$\bar{X} = 4.41$ N = 72	$\bar{X} = 4.09$ N = 52
3. Practicality	$\bar{X} = 4.08$ N = 58	$\bar{X} = 4.22$ N = 70	$\bar{X} = 4.52$ N = 70	$\bar{X} = 4.39$ N = 51
B. Discussion Leader				
1. Rating of discussion leader	$\bar{X} = 3.87$ N = 62	$\bar{X} = 4.28$ N = 74	$\bar{X} = 4.59$ N = 72	$\bar{X} = 4.12$ N = 56
2. Receptivity to participants' concerns	$\bar{X} = 4.37$ N = 62	$\bar{X} = 4.56$ N = 72	$\bar{X} = 4.57$ N = 70	$\bar{X} = 4.37$ N = 53
3. Demonstrated knowledge of topic	$\bar{X} = 4.44$ N = 63	$\bar{X} = 4.67$ N = 74	$\bar{X} = 4.76$ N = 73	$\bar{X} = 4.51$ N = 56
4. Organization	$\bar{X} = 4.40$ N = 62	$\bar{X} = 4.67$ N = 71	$\bar{X} = 4.67$ N = 71	$\bar{X} = 4.38$ N = 54
5. Quality of supplemental material (handouts)	$\bar{X} = 4.11$ N = 61	$\bar{X} = 4.31$ N = 74	$\bar{X} = 4.02$ N = 69	$\bar{X} = 4.29$ N = 54
6. Effectiveness in addressing participants questions	$\bar{X} = 4.30$ N = 59	$\bar{X} = 4.54$ N = 74	$\bar{X} = 4.46$ N = 71	$\bar{X} = 4.40$ N = 58

* (5 = Very High; 1 = Very Low)

TABLE 8

Categories and Frequency of Participant Response to Two
Open-Ended Items on Workshop Component Evaluations
Regarding "Suggestions for Improvement"
and "Other Comments"

Workshop Component Title	Suggestions for Improvement	f	Other Comments	f
Vocational	1. More discussion time	3	1. Informative and valuable	5
	2. Additional details/ information	5	2. Good presentation	2
			3. Good discussion/ interaction	1
			4. Need more time	2
			5. Disliked aspect of format	1
	Total N	8	Total N	11
ESL	1. Need more time	6	1. Informative and valuable	9
	2. More discussion, interaction	4	2. Awareness	2
	3. Additional detail/ information	5	3. Good presentation	8
	4. Handout	2	4. Need more detailed information	1
	5. Discussion leader's treatment of topic	1	5. Good discussion, interaction	2
			6. Disliked aspect of format	1
	Total N	18	Total N	23
Cultural	1. More discussion time	5	1. Informative and valuable	6
	2. Too general	3	2. Awareness	1
	3. Improved/additional handouts	3	3. Good presentation	18
	4. Additional informa- tion/detail	6	4. Need more detailed information	4
	5. More time	1		
	Total N	18	Total N	29

TABLE 8 (Continued).

Categories and Frequency of Participant Response to Two
Open-Ended Items on Workshop Component Evaluations
Regarding "Suggestions for Improvement"
and "Other Comments"

Workshop Component Title	Suggestions for Improvement	f	Other Comments	f
Life Survival Skills	1. More time	3	1. Informative and valuable	5
	2. Additional infor- mation/detail	3	2. Awareness	1
	3. Discussion	4	3. Good presentation	3
	leaders' treat- ment of topic		4. Need more work- shops	1
	Total N	10	Total N	10

TABLE 9

Composition of Conference Participants in Regard
to Types of Programs Represented

	N
Participants from Adult Education	14
Participants from Public Schools	8
Participants from Vocational Education	7
Participants from Community Colleges	1
Participants from Other Areas	5
Total N Participants	35

a) strengths and weaknesses of conference and b) needs to be addressed in the future regarding LESA education. A total of 16 participants partially or totally completed conference evaluations.

Two five-point Likert type scales were used to obtain participant ratings of the conference sessions. Each session was rated from 5 to 1 on two scales, one scale for "quality of presentation" and the other for "applicability to my program." On the "quality of presentation" scale, a rating of 5 reflected a value of "excellent", whereas a rating of 1 was assigned a value of "poor." Ratings for "applicability to my program" ranged from 5 (significant) to 1 (negligible). The mean scores for these ratings are provided in Table 10. It was gratifying to note that the means for all ratings were in the 3.0 or higher range, and that the majority (85 percent) of the averaged ratings were 3.5 or higher. These data were viewed as reflecting a strong positive attitude of participants toward both the quality and applicability of the conference sessions.

The perceived degree of successful achievement of nine conference training objectives was rated by the participants on a five-point Likert type scale ranging from 5 (Very Successful) to 1 (Unsuccessful). These objectives and the mean scores of participants' ratings for each are provided in Table 11. The mean scores of participants' ratings revealed that six of the nine objectives received an overall rating of 4.00 or higher; the averaged ratings for all nine objectives produced mean totals above 3.00. These ratings indicated that the training objective perceived by participants as most successfully achieved was the "provision of opportunity for the conference staff to address

TABLE 10

Mean Scores of Participant Ratings* of Conference
Sessions Relative to Perceived Quality of
Presentations and Applicability to
Their Program

Title of Conference Session	N	Quality	$\bar{X}$ Applicability
OPENING ADDRESS: "Bilingual Education More Doubletalk?"	15	3.9	3.4
PANEL DISCUSSION: Ky.'s Present and Future Status in Education for LESA Students	15	3.5	3.5
REPORTS FROM KENTUCKY PROGRAMS: Louisville ABE/ESL	10	4.0	3.8
Louisville Bilingual/ESL Elem. & Second.	7	4.1	4.0
Owensboro ESL - Elem. & Middle School	3	4.7	4.7
Lexington ABE/ESL	9	4.8	3.5
ENGLISH FOR SPECIAL PURPOSES	13	4.5	4.1
IMMIGRATION & CITIZENSHIP INFORMATION FOR EDUCATORS	13	3.1	3.0
SOURCES OF ASSISTANCE FOR YOUR PROGRAM	12	3.8	3.8
TEACHING CULTURE TO ESL STUDENT	15	4.3	4.0
GUIDANCE & COUNSELING FOR LESA STUDENTS	15	3.5	3.9
MINI-WORKSHOP: ESL	10	4.3	4.0
MINI-WORKSHOP: VOCATIONAL ESL	8	3.5	4.4

*Five-point rating scale (QUALITY: 5 = Excellent; 1 = Poor/
APPLICABILITY: 5 = Significant; 1 = Negligible)

TABLE 11

Conference Objectives and Mean Scores of Participants'
Ratings* Regarding Perceived Degree of Success
in Achievement of Objectives

Objective	N	$\bar{X}$
1. Provision of training opportunities on topics relevant to participants' interest	15	3.66
2. Provision of useful educational strategies applicable to participants' programs	15	4.00
3. Provision of opportunity for conference participants to share ideas, resources	16	4.43
4. Provision of opportunity for conference staff to address needs, questions of participants	15	4.46
5. Provision of opportunity to interact with and share ideas/resources with other Kentucky educators	15	4.43
6. Introduction of new educational ideas which may be incorporated into participants' educational programs	14	3.07
7. Increased participants' abilities to address the cultural diversities which are encountered in working with students from other national and/or ethnic origins	15	3.93
8. Increased participants' expertise in equitably serving linguistically diverse students	14	4.14
9. Provided participants opportunity to assess Kentucky's progress in provision of equitable education for students of limited English proficiency	14	4.29

*Five Point Rating Scale (5 = Very Successful; 1 = Unsuccessful)

participants' needs and concerns." This received an overall rating of 4.46 on a 5-point scale. Mean scores for three other training objectives were only slightly lower than this: (1) Provision of opportunity for conference participants to share ideas, resources" (4.43); (2) "Provision of opportunity to interact with and share ideas/resources with other Kentucky educators" (4.33); (3) "Provided participants opportunity to assess Kentucky's progress in provision of equitable education for students of limited English proficiency." (4.29). Another two objectives which received overall ratings of 4.00 or higher were: (1) "Increased participants' expertise in equitably serving linguistically diverse students" (4.14), and (2) "Provision of useful educational strategies applicable to participants' programs" (4.00). Mean scores above 3.00 were received by the remaining three objectives. The objective, "increased participants' abilities to address cultural diversities which are encountered in working with students from other national and/or ethnic origins," received an average rating of 3.93. "The provision of training opportunities on topics relevant to participants' interests" received an overall rating by participants of 3.66. Participants were also asked to rate the degree of successful achievement of "introduction of new educational ideas which may be incorporated into participants' educational programs." This objective received an overall rating of 3.07 by participants.

Participants' responses to three open-ended questions were also requested on the overall conference evaluation. The purpose of these items was to gain participant input relative to three areas: (1) the most positive aspect(s) about the conference, (2) the most negative aspect(s) of the conference, and (3) need(s) to be addressed in the future regarding LESA education in Kentucky. Participants' responses to the item requesting their opinions regarding the most positive aspect(s) of the conference are listed below:

1. "access to such dynamic, informed resource persons; peaceful, relaxing atmosphere"
2. "personal awareness of what is happening in state; new sources of information"
3. "telling people there are materials available when needed"
4. "intercommunication and sharing of ideas"
5. "new ideas, new materials, exchange of ideas"
6. "high quality of consultants"
7. "Jodi Crandall! Everything she presented was something I could identify with or benefit from or both"
8. "specific techniques to use in the classroom; bibliographies; information on other areas of expertise"
9. "having information, material and persons able to speak and communicate in the vocational language"
10. "I feel everyone was helpful with excellent ideas"
11. "small groups which could have specific problems discussed; excellent consultants" (unusual to have so many good ones)
12. "sharing of FSL techniques by Kentucky educators"

The open-ended item for which participants were asked to provide opinions regarding negative aspects of the conference yielded the following responses:

1. "seeming lack of interest shown (outwardly) by participants"
2. "should have had more representation from across state"
3. "too minimal to mention"
4. "too much emphasis on straight ESL rather than incorporating some ESL techniques into the standard classroom material"
5. "too far to walk to lunch"
6. "not enough time"
7. "speakers boring, not relevant"
8. "no national representatives of other cultures as consultants"

Participant responses to the final evaluation item which identified their opinions regarding future needs for LESA education in Kentucky were as follows:

1. "Basic, tried and true effective teaching and counseling techniques; means of seeking and receiving assistance"
2. "teaching methods; teacher training"
3. "more workshops for teachers and administrators; better means of becoming aware of materials and resources"
4. "teacher training; provision of funding"
5. "state plan in vocational education needs to be developed to give direction to the various regions"
6. "training teachers to adapt their teaching methods to the ESL students in his/her class"
7. "what vendors have the best useable materials"
8. "more detailed instruction"
9. "very good conference; should be geared more to the shop trade teacher"
10. "understanding American attitude toward refugees in general and specifically concerning refugees working"
11. "teachers of adults not literate in any language need more methods and materials on how to teach those students"

Services Provided Through Project Information/Resource Unit

The project staff has sought to provide three primary services through a LESA education information and resource unit housed at CCVTE at Western Kentucky University. These three major functions have been as follows:

1. Provision of information service to assist Kentucky educators in various phases of LESA education
2. Provision of a free material loan service to Kentucky educators of LESA students
3. Provision of project-developed products to LESA educators

In preparation of 1979 annual reports, regional vocational directors in Kentucky were required to document the number of LESA individuals residing within their respective regions. Through use of data obtained from the 1978 study, the project staff assisted the regional directors in reporting this information. (In several instances, the regional directors contacted personnel at the Bureau of Vocational Education for this information, but, in all cases, the 1978 WKU data were used.)

It should also be noted that the foreign language consultant in the State Department of Elementary and Secondary Education, Division of Program Development, has reported that the 1978 WKU/BVE study has served as a valuable resource in activities related to the functions of that office and has served as documentation for the need to focus more attention to ESL instruction in Kentucky schools.¹⁴

Although extensive efforts have been made by the project staff to encourage state LESA educators to avail themselves of the free material loan service provided through the project, response to this service has been limited. During the course of this year's project, only three requests have been received for material loan. Part of this may be due to the fact that the majority of these materials are vocationally-oriented and, thus far, very few of the state's vocational schools have implemented vocational ESL instruction. Other programs in Kentucky for whom these materials might be appropriate, such as adult education, have already purchased their own materials, thus reducing their need for assistance with materials. (Note: The Center for Career and Vocational Teacher Education has been granted funding for further activities for 1979-80, and an intensive effort will be carried out by the project staff to familiarize Kentucky vocational educators with the resources available through the project and encourage extensive use of these materials. This will be accomplished by taking the materials to the vocational schools for examination by special vocational instructors, learning center coordinators, and others.)

On a related note, the Community Education program in Bowling Green has called upon the project staff to assist in establishing an ESL instruction program for Southeast Asian refugees. The program, to be implemented in the fall, will be primarily one of vocational and survival ESL instruction, and the project staff has pledged full cooperation with material loan and assistance with program design.

Copies of the bibliography of vocational materials for LESA students, initially developed during the 1978 project and updated during 1979, have been frequently requested by both Kentucky educators and educators from other parts of the nation. Fifty copies of the 1978 bibliography were printed at WKU, since publication of the completed work was being postponed until after the 1979 update was complete, and since numerous requests for the work were being received. Of the 50 bibliographies printed, 48 have been disseminated to persons both in-state and nationally, who have requested a copy. A list of programs and agencies included in this dissemination are listed on the following page:

Kentucky

Paducah Tilghman High School
Paducah, Kentucky

Murray Adult Learning Center
Murray, Kentucky

Paducah Adult Education Program
Paducah, Kentucky

Northern Kentucky State
Vocational-Technical School
Covington, Kentucky

English/ESL Department
Northern Kentucky University
Highland Heights, Kentucky

Adult Learning Center
Ashland, Kentucky

Adult Homemaking Drop-In Center
Ashland, Kentucky

Morehead Adult Learning Center
Morehead, Kentucky

Home Economics Extension Program
Catlettsburg, Kentucky

Fayette County Adult Education
Program
Lexington, Kentucky

Department of Learning Skills
Eastern Kentucky University
Richmond, Kentucky

Out-of-State

Paris Junior College
(Mrs. Regis Welch)
Paris, Kentucky

Bilingual Vocational Teacher
Training Project
(Dr. JoAnn McCarthy)
Illinois State University
Normal, Illinois

RCU Unit-Vocational Education
Tennessee Department of Education
Nashville, Tennessee

Bilingual Vocational Teacher
Training Project
Georgia State University
Atlanta, Georgia

Coordinator, Special Needs Programs
Department of Education
Cheyenne, Wyoming

Bureau of Education for
the Handicapped
Washington, D.C.

Occupational Curriculum Labora-
tory
East Texas State University
Commerce, Texas

Dept. of Vocational Education
Georgia State Dept. of Education
Atlanta, Georgia

Maryland Vocational Curriculum
Research and Development Center
Department of Industrial Education
University of Maryland
College Park, Maryland

Development Associates
Arlington, Virginia

Bilingual Vocational Teacher
Training Program
Fitchburg State College
Boston, Massachusetts

Kentucky

Division of Program Development
Dept. of Elementary and
Secondary Education
Frankfort, Kentucky

Center for Continuing Education
Murray State University
Murray, Kentucky

Out-of-State

Bilingual Vocational Instructors
Training Program
University of San Francisco
Multicultural Program
San Francisco, California

Bilingual Vocational Education
Project
Bilingual Education Services
Center
Arlington Heights, Illinois

Bilingual Vocational Education
Project
New Mexico State University
Farmington, New Mexico

Florida Educators Information
Service
Career Education Center
Florida State University
Tallahassee, Florida

Bilingual Vocational Guidance
Project
Eastern Michigan University
Ypsilanti, Michigan

Connecticut State Department of
Education
Hartford, Connecticut

Center for Applied Linguistics
Arlington, Virginia

Bilingual Vocational Instructor
Training Program
Central Connecticut State College
New Britain, Connecticut

Permission was also granted to the bilingual vocational teacher training project at Illinois State University to incorporate the 1978 bibliography as part of their 1979 final report (with full acknowledgement to WKU and Kentucky BVE for its development).

Although data are not available to substantiate the strength of project contributions to their occurrence, several other events took place during the course of the project year which are reported herein, since the project staff was closely associated with their inception. One of these events was the formation of a Kentucky chapter of TESOL

(Teachers of English to Speakers of Other Languages). The project staff worked closely with others at WKU in organizing the Kentucky TESOL affiliate and publicized its formation through the regional workshops, the project newsletter, and the state conference. (See February and April Newsletters, Appendix A.) The proposed purpose of this organization will be provision of a forum for state educators of LESA students to share resources and ideas and to continue efforts to upgrade LESA education in Kentucky. Activities of the organization will include dissemination of a state newsletter to members and provision of a state conference during the 1979-80 school year.

Due in part to interest generated through the WKU/BVE regional workshops, support for ESL teacher training at Western Kentucky University was documented, and a course to train ESL teachers was initiated during the summer semester of 1979.

It might also be assumed that, due to the extensive dissemination of the project newsletter to 1067 Kentucky educators, a higher degree of awareness of the existence of Kentucky's LESA populations and their special needs has been produced among Kentucky educators.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based upon the findings of this project, the following conclusions are presented:

- Conclusion #1. Five regional workshops and one state conference for educators of LESA students have been provided through this project. Training was provided to a total of 103 Kentucky educators from 18 programs. Total enrollment for all training was 116, but 13 persons attended both the state conference and one of the workshops.
- Conclusion #2. The six training sessions provided through this project have consistently generated positive evaluations from educators in attendance. These evaluations assessed participants' attitudes toward the quality of training and degree of relevance to their programs.
- Conclusion #3. Vocational educators in Kentucky demonstrated a low level of participation in training provided through the project. A total of 15 vocational educators availed themselves of this training, with 9 attending workshops and 7 attending the state conference. (One vocational educator participated in the state conference and one of the workshops.) These vocational educators who have elected to attend training provided through the project have rated it highly in respect to quality and relevance to their needs.
- Conclusion #4. Before attending the training provided through this project, a large percentage of the participants possessed little or no training to enable them to respond to LESA students' special needs. Of 58 workshop participants responding to an item querying prior training experience, 37 participants (64 percent) indicated that their previous educational training included no preparation for working with LESA students. If these data are examined with the exclusion of data from participants from higher education, the percentage is even higher. Workshop participant data (exclusive of those from higher education) revealed that 73 percent of workshop participants possessed no prior training on LESA education.

- Conclusion #5. A total of 15 Kentucky communities were represented at the 1979 project training activities (Ashland, Bowling Green, Catlettsburg, Covington, Florence, Frankfort, Ft. Mitchell, Highland Heights, Lexington, Louisville, Morehead, Murray, Owensboro, Paducah and Richmond).
- Conclusion #6. The main objective for attending project-sponsored workshops reported by a majority of the participants was for acquisition of information regarding appropriate language teaching strategies to use with LESA students.
- Conclusion #7. A majority of workshop participants indicated that this project-sponsored training was either "very successful" (43 percent) or "successful" (39 percent) in fulfilling their objectives for workshop attendance, and 94.3 percent of the participants who completed workshop evaluations indicated that they would like to receive further training of this nature.
- Conclusion #8. Through the project-sponsored information unit, assistance to vocational regional directors was supplied by the project in compilation of regional LESA data for 1979 annual reports from each vocational region.
- Conclusion #9. The free material loan service available for Kentucky educators of LESA students has received limited usage during the course of this year's project.
- Conclusion #10. A total of 1067 Kentucky educators received four project newsletters during the span of this year's project, informing them of project activities and resources and providing articles on ESL teaching.
- Conclusion #11. Educators attending all project-sponsored training activities reported a strong need for continued provision of training to upgrade their expertise in LESA education.
- Conclusion #12. Although the level of interest in conference and workshop attendance evidenced by state vocational educators has been tepid, interest, support and participation from representatives from adult education programs throughout the state has been strong. A total of 35 representatives from adult education programs have attended training provided through this year's project. (Total number of adult education participants was 41, but 6 persons attended both the state conference and one of the regional workshops.)
- Conclusion #13. Based upon evaluation data from conference participants, the training objectives for this activity were successfully achieved.

Conclusion #14. Based upon data from conference participants, the most positive aspects of the state conference included the following:

1. access to high quality of consultants, resource persons
2. opportunity for exchange of ideas
3. the provision of specific classroom techniques by consultants, resource persons (vocational and ESL)
4. increased awareness of Kentucky programs for LESA students

Conclusion #15. Based on input from conference participants' evaluation forms, future needs to be addressed relative to LESA education in Kentucky include:

1. More training for LESA educators, counselors and administrators designed to respond to the following needs: 1) ESL teaching techniques, 2) materials and resources, 3) financial assistance, 4) teaching LESA students who are also illiterate in their native language, 5) teaching strategies for LESA students in vocational classes, and 6) LESA counseling techniques.
2. State plan in vocational education should be developed to give direction to regions which include LESA populations
3. Identify publishers who have most appropriate materials to use with LESA students
4. Provision of funding for LESA education

Conclusion #16. Based upon the number of requests received to date, a high level of interest can be projected for the project-developed bibliography of vocational education materials for LESA students. The project staff continued to receive requests for this work from bilingual/ESL vocational programs throughout the nation.

Conclusion #17. The training provided through the 1979 WKU/BVE project has been the only statewide training effort of this nature available to Kentucky educators of LESA students during the 1978-79 school year.

Recommendations

The following recommendations are presented based upon the findings and conclusions of this project:

Recommendation 1. As evidenced by the response to training provided through this year's project, a significant number of Kentucky educators are faced with the challenge of equitably serving LESA students, and are responsive to available training to assist them in this effort.

Recommendation 2. Since the majority of Kentucky educators of LESA students possess minimal training to prepare them to address the special needs of these students, the need exists for continued provision of inservice activities to upgrade expertise and provide assistance with specific problems. This training should be available for educators of children K-12 and for educators in vocational and adult education. To date, the WKU/BVE project activities have been the only statewide effort of this nature. The strong response to these efforts should document the need for state level decision makers to support a permanent program which would fulfill the training needs that this project has addressed.

Recommendation 3. Decision makers at the state level should respond to this need in our state by:

1. acknowledging the existence of these LESA populations within Kentucky and requiring adoption of appropriate educational strategies designed to meet their special needs
2. initiation of census studies in communities identified through the 1978 WKU/BVE study to acquire in-depth information on identified LESA populations.
3. encouragement of funding allocations to:
 - a) support implementation of appropriate programs to meet the needs of the various age-level LESA persons identified, and
 - b) provide inservice for educators responsible for LESA education.

Recommendation 4. State guidelines should be developed and disseminated to inform educators for all age-level students of the appropriate measures to follow when adapting their programs to serve LESA students.

Recommendation 5. The low level of interest in project-sponsored training evidenced by Kentucky vocational educators would appear to indicate that this area has not been assigned a high priority to date, despite federal mandates. Leaders in Kentucky vocational education must increase their awareness of this need within the state, must inform vocational educators of their responsibilities to respond to this need, and must generate greater support for increased expertise through participation in available training by vocational educators employed in communities which include LESA populations.

Recommendation 6. The number of LESA populations within our state promises to increase rather than diminish. Decision makers at the state level must confront this reality and address the needs which will arise. State financial resources must be allocated to respond to these needs, and educators at the local level should be informed of the availability of these funds.

Recommendation 7. The teacher preparation programs for both vocational and general education within the state universities should carry out efforts to more effectively address this need, as the likelihood that graduates of these programs will be working with LESA students continues to increase.

Recommendation 8. Although educators from 15 Kentucky communities have been served through project training activities, it should be noted that the 1978 WKU/BVE survey located LESA populations residing within 43 Kentucky communities. Although the project staff has succeeded in providing training to 103 educators within the state, continued efforts should be carried out to upgrade the expertise of other educators who are serving LESA students. Based upon data garnered from those who participated in this year's training, the educational background of a large majority of educators for grades K-12, adult education and vocational education includes no prior training on LESA education.

Recommendation 9. Future training efforts for vocational educators of LESA students should emphasize the following:

1. program designs for vocational ESL instruction
2. the roles and responsibilities of vocational education administrators, special vocational instructors, counselors, regular vocational teachers, and bilingual aides within a vocational ESL program.
3. assessment of LESA students' vocational aptitudes, abilities, and English proficiency levels
4. guidance and counseling strategies for LESA students
5. cultural orientation for LESA students
6. adapting vocational classroom techniques and materials for LESA instruction
7. teaching LESA students who are also illiterate in their native language
8. survival skills teaching and counseling strategies
9. federally mandated responsibilities of vocational programs serving LESA populations
10. sources of funding to assist Kentucky vocational programs serving LESA populations

Recommendation 10. Through mutual coordination/cooperation and increased articulation among the various educational programs within communities, the needs of LESA students within the state will be more effectively addressed. A unified effort by public schools, vocational, and adult education programs will insure that the needs of LESA populations within each Kentucky community are more completely fulfilled.

Recommendation 11. In view of recent directives issued by President Jimmy Carter, an increasing incidence of additional resettlement of Southeast Asian refugees throughout the nation, including Kentucky, may be projected. The President has ordered that the number of these refugees being admitted to the United States be doubled to a total of 14,000 per month. Considering the imminent reality of this new influx of non-English speaking populus, Kentucky educators, both vocational and general, must face the strong probability that they may be charged with the responsibility of serving a part of this new population through their programs.¹⁵

Recommendation 12. The author realizes that, on the part of some educators, negative and resistant attitudes persist toward accepting the responsibility for educating LESA students. However, it is the hope of this author that, upon examination of our basic humanitarian beliefs and through response to our professional obligations as educators, increasing numbers of educators will take up this challenge of responding to the special needs of these populations. In instances where this has occurred, the rewards have been gratifying. The large majority of these populations are highly motivated to learn and become productive American citizens. If educators will be willing to offer LESA students assistance with language acquisition, our country can be enriched by the contributions of these citizens. Continued inflexibility and resistance, on the other hand, will only lead to frustration and failure for those who have looked to our educational systems for help and have been denied equal access, based upon linguistic difference.

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APPENDICES

APPENDIX A

Workshop Evaluation Instruments

Evaluation of
ESL COMPONENT

WORKSHOP FOR EDUCATORS OF LIMITED ENGLISH-SPEAKING STUDENTS
Sponsored by Western Kentucky University
through funding from the State Bureau of Vocational Education

NOTE: The purpose of this evaluation is to improve future workshops plus obtain your input relative to the success of this training. This information will be reported by group only--not by individual. Thank you.

I. Please rate each of the following components of the ESL training session. Circle the number which best reflects your answer for each.

A. INFORMATION PROVIDED:

Very Appli- cable to My Program	Applicable to My Pro- gram	Moderately Applicable to My Program	Somewhat Applicable to My Program	Not Appli- cable to My Program
5	4	3	2	1
Very Specific	Specific	Fairly Specific	Somewhat General	Too General
5	4	3	2	1
Very Practical	Practical	Somewhat Practical	Impractical	Extremely Impractical
5	4	3	2	1

B. DISCUSSION LEADER:

Excellent Discussion Leader	Very Good Discussion Leader	Good Discussion Leader	Fair Discussion Leader	Poor Discussion Leader
5	4	3	2	1
Very Re- ceptive to Participants' Concerns	Receptive to Partici- pants' Concerns	Somewhat Re- ceptive to Participants' Concerns	Somewhat Un- receptive to Participants' Concerns	Very Unre- ceptive to Participants' Concerns
5	4	3	2	1
Very Knowledge- able about Topics	Knowledge- able about Topics	Somewhat Knowledge- able about Topics	Somewhat Un- informed re- garding Topics	Very Un- informed regarding Topics
5	4	3	2	1
Very Well- Organized	Well- Organized	Moderately Well-Organized	Somewhat Disorganized	Very Dis- organized
5	4	3	2	1

Provided
Excellent
Handouts

5

Addressed
Participants' Questions
Very Ef-
fectively

5

Provided
Very Good
Handouts

4

Addressed
Participants' Questions
Effectively

4

Provided
Good
Handouts

3

Addressed
Participants' Questions
Moderately
Effectively

3

Provided
Fair
Handouts

2

Addressed
Participants' Questions
Somewhat
Effectively

2

Provided
Poor
Handouts

1

Did Not
Address
Participants' Questions
Effectively

1

C. SUGGESTIONS FOR IMPROVEMENT: _____

D. OTHER COMMENTS: _____

Evaluation of
CULTURAL BARRIERS
COMPONENT

WORKSHOP FOR EDUCATORS OF LIMITED ENGLISH-SPEAKING STUDENTS
Sponsored by Western Kentucky University
through funding from the State Bureau of Vocational Education

NOTE: The purpose of this evaluation is to improve future workshops plus obtain your input relative to the success of this training. This information will be reported by group only--not by individual. Thank you.

1. Please rate each of the following components of the ESL training session. Circle the number which best reflects your answer for each.

A. INFORMATION PROVIDED:

Very Appli- cable to My Program	Applicable to My Pro- gram	Moderately Applicable to My Program	Somewhat Applicable to My Program	Not Appli- cable to My Program
5	4	3	2	1
Very Specific	Specific	Fairly Specific	Somewhat General	Too General
5	4	3	2	1
Very Practical	Practical	Somewhat Practical	Impractical	Extremely Impractical
5	4	3	2	1

B. DISCUSSION LEADER:

Excellent Discussion Leader	Very Good Discussion Leader	Good Discussion Leader	Fair Discussion Leader	Poor Discussion Leader
5	4	3	2	1
Very Re- ceptive to Participants' Concerns	Receptive to Partici- pants' Concerns	Somewhat Re- ceptive to Participants' Concerns	Somewhat Un- receptive to Participants' Concerns	Very Unre- ceptive to Participants' Concerns
5	4	3	2	1
Very Knowledge- able about Topics	Knowledge- able about Topics	Somewhat Knowledge- able about Topics	Somewhat Un- informed re- garding Topics	Very Un- informed regarding Topics
5	4	3	2	1
Very Well- Organized	Well- Organized	Moderately Well-Organized	Somewhat Disorganized	Very Dis- organized
5	4	3	2	1

Provided
Excellent
Handouts

5

Addressed
Participants'
Questions
Very Ef-
fectively

5

Provided
Very Good
Handouts

4

Addressed
Participants'
Questions
Effectively

4

Provided
Good
Handouts

3

Addressed
Participants'
Questions
Moderately
Effectively

3

Provided
Fair
Handouts

2

Addressed
Participants'
Questions
Somewhat
Effectively

2

Provided
Poor
Handouts

1

Did Not
Address
Participants'
Questions
Effectively

1

C. SUGGESTIONS FOR IMPROVEMENT: _____

D. OTHER COMMENTS: _____

Evaluation of
VOCATIONAL ESL
COMPONENT

WORKSHOP FOR EDUCATORS OF LIMITED ENGLISH-SPEAKING STUDENTS
Sponsored by Western Kentucky University
through funding from the State Bureau of Vocational Education

NOTE: The purpose of this evaluation is to improve future workshops plus obtain your input relative to the success of this training. This information will be reported by group only--not by individual. Thank you.

- I. Please rate each of the following components of the ESL training session. Circle the number which best reflects your answer for each.

A. INFORMATION PROVIDED:

Very Appli- cable to My Program	Applicable to My Pro- gram	Moderately Applicable to My Program	Somewhat Applicable to My Program	Not Appli- cable to My Program
5	4	3	2	1
Very Specific	Specific	Fairly Specific	Somewhat General	Too General
5	4	3	2	1
Very Practical	Practical	Somewhat Practical	Impractical	Extremely Impractical
5	4	3	2	1

B. DISCUSSION LEADER:

Excellent Discussion Leader	Very Good Discussion Leader	Good Discussion Leader	Fair Discussion Leader	Poor Discussion Leader
5	4	3	2	1
Very Re- ceptive to Participants' Concerns	Receptive to Partici- pants' Concerns	Somewhat Re- ceptive to Participants' Concerns	Somewhat Un- receptive to Participants' Concerns	Very Unre- ceptive to Participants' Concerns
5	4	3	2	1
Very Knowledge- able about Topics	Knowledge- able about Topics	Somewhat Knowledge- able about Topics	Somewhat Un- informed re- garding Topics	Very Un- informed regarding Topics
5	4	3	2	1
Very Well- Organized	Well- Organized	Moderately Well-Organized	Somewhat Disorganized	Very Dis- organized
5	4	3	2	1

Provided Excellent Handouts	Provided Very Good Handouts	Provided Good Handouts	Provided Fair Handouts	Provided Poor Handouts
5	4	3	2	1
Addressed Participants' Questions Very Ef- fectively	Addressed Participants' Questions Effectively	Addressed Participants' Questions Moderately Effectively	Addressed Participants' Questions Somewhat Effectively	Did Not Address Participants' Questions Effectively
5	4	3	2	1

C. SUGGESTIONS FOR IMPROVEMENT: _____

D. OTHER COMMENTS: _____

LIFE SKILLS COMPONENT

WORKSHOP FOR EDUCATORS OF LIMITED ENGLISH-SPEAKING STUDENTS
Sponsored by Western Kentucky University
through funding from the State Bureau of Vocational Education

NOTE: The purpose of this evaluation is to improve future workshops plus obtain your input relative to the success of this training. This information will be reported by group only--not by individual. Thank you.

I. Please rate each of the following components of the ESL training session. Circle the number which best reflects your answer for each.

A. INFORMATION PROVIDED:

Very Appli- cable to My Program	Applicable to My Pro- gram	Moderately Applicable to My Program	Somewhat Applicable to My Program	Not Appli- cable to My Program
5	4	3	2	1
Very Specific	Specific	Fairly Specific	Somewhat General	Too General
5	4	3	2	1
Very Practical	Practical	Somewhat Practical	Impractical	Extremely Impractical
5	4	3	2	1

B. DISCUSSION LEADER:

Excellent Discussion Leader	Very Good Discussion Leader	Good Discussion Leader	Fair Discussion Leader	Poor Discussion Leader
5	4	3	2	1
Very Re- ceptive to Participants' Concerns	Receptive to Partici- pants' Concerns	Somewhat Re- ceptive to Participants' Concerns	Somewhat Un- receptive to Participants' Concerns	Very Unre- ceptive to Participants' Concerns
5	4	3	2	1
Very Knowledge- able about Topics	Knowledge- able about Topics	Somewhat Knowledge- able about Topics	Somewhat Un- informed re- garding Topics	Very Un- informed regarding Topics
5	4	3	2	1
Very Well- Organized	Well- Organized	Moderately Well-Organized	Somewhat Disorganized	Very Dis- organized
5	4	3	2	1

Provided Excellent Handouts	Provided Very Good Handouts	Provided Good Handouts	Provided Fair Handouts	Provided Poor Handouts
5	4	3	2	1
Addressed Participants' Questions Very Ef- fectively	Addressed Participants' Questions Effectively	Addressed Participants' Questions Moderately Effectively	Addressed Participants' Questions Somewhat Effectively	Did Not Address Participants' Questions Effectively
5	4	3	2	1

C. SUGGESTIONS FOR IMPROVEMENT: _____

D. OTHER COMMENTS: _____

EVALUATION
OF
WORKSHOP FOR EDUCATORS
OF LIMITED ENGLISH-SPEAKING STUDENTS

SPONSORED BY
WESTERN KENTUCKY UNIVERSITY
AND
KENTUCKY BUREAU OF VOCATIONAL EDUCATION

I.

A) I am employed at a(n):

- ☐ Vocational school
☐ High school
☐ Elementary school
☐ Adult education program
☐ Other---please explain: _____

B) My professional title is:

- ☐ Administrator
☐ Classroom teacher
☐ Counselor
☐ Other---please explain: _____

II. Please provide the following information:

A) 1) Does the educational program in which you are employed currently include any students of limited English-speaking ability (i.e., students whose primary language is one other than English)?

☐ YES

☐ NO

2) Description of my program's limited English-speaking students:
Primary language(s): _____

Number enrolled: _____

B) What was your major objective for attending today's workshop?

- ☐ 1. To acquire information regarding appropriate language teaching strategies to use with limited English-speaking students.
- ☐ 2. To acquire information regarding appropriate vocational education program modifications for students of limited English-speaking ability.

(CONTINUED--next page)

- _____ 3. To acquire information regarding appropriate guidance techniques to utilize with limited English-speaking students.
- _____ 4. To acquire information regarding administrative implications for programs serving limited English-speaking students.
- _____ 5. Other---please explain _____

C) How successful was this workshop in fulfilling this objective for you? (Check one)

- | | |
|--------------------------------|--------------------------------|
| _____ 1. Very successful | _____ 4. Somewhat unsuccessful |
| _____ 2. Successful | _____ 5. Unsuccessful |
| _____ 3. Moderately successful | |

III.

A) What did you like best about the workshop?

B) What did you like least about the workshop?

C) Suggestions for improvement:

IV.

- A) A two-day state conference for educators of limited English-speaking students is tentatively planned for June at Western Kentucky University. This conference will provide in-depth training in ESL, vocational ESL, cross-cultural awareness, life skills plus opportunities for other information and idea-sharing. Please indicate your level of interest in attending this conference: (Check one)

- _____ 1. I will definitely plan to attend.
_____ 2. I probably will attend.
_____ 3. I am not sure whether I can attend.
_____ 4. I will not attend. Please check reason(s):
_____ financial
_____ scheduling
_____ other: _____
- _____ 5. If I cannot attend, I will encourage someone else from
my program to attend.

- B) Do you feel further training of this nature is needed for educational personnel in your program?

YES NO

- 1) (a.) If YES, please check all areas in which you feel further training is needed:

- _____ 1. ESL Training
_____ 2. Cross-Cultural Training
_____ 3. Vocational ESL Training
_____ 4. Life Skills Training
_____ 5. Other area(s)---please specify:

- (b.) For your program needs, which one of the following modes of training would be most effective? (Number in order of preference; 5-most effective, 1-least effective)

- _____ State conference
- _____ Additional workshops
- _____ Inservice training
- _____ Classroom consultation
- _____ University courses

- 2) If NO, please explain: _____

V. Have you had training of this nature before today?

_____ YES _____ NO

If YES, please describe source(s) of training below:

_____ Workshop
 _____ Inservice
 _____ University or college course(s)
 _____ Other (please specify): _____

VI. Listed below are the objectives of this workshop. Please indicate how successfully you feel each of these objectives has been achieved.

	VERY SUCCESSFUL	SUCCESSFUL	MODERATELY SUCCESSFUL	MODERATELY UNSUCCESSFUL	UNSUCCESSFUL
1. To demonstrate the need for ESL instruction in programs enrolling limited English-speaking students					
2. To demonstrate that ESL instruction is more appropriate for students of limited English-speaking ability than more unstructured linguistic instruction.					
3. To provide appropriate ESL teaching strategies for educators of limited English-speaking students.					
4. To demonstrate the need for a bilingual and/or ESL vocational education component in programs enrolling limited English-speaking students.					
5. To offer ideas for an interdisciplinary approach between vocational teachers, ESL teachers and other staff members for successfully mainstreaming limited English-speaking students into regular vocational programs					

	VERY SUCCESSFUL	SUCCESSFUL	MODERATELY SUCCESSFUL	MODERATELY UNSUCCESSFUL	UNSUCCESSFUL
6. To examine cultural barriers to anticipate in working with limited English-speaking students					
7. To offer possible solutions to cultural problems which may arise in working with limited English-speaking students.					
8. To demonstrate the need for life skills instruction for students of limited English-speaking students.					
9. To offer educational strategies for implementing life skills counseling and instruction					
10. To increase sensitivity to the educational barriers encountered from the limited English-speaking student's perspective					
11. To increase awareness of the need for implementing program modifications in order to more equitably serve limited English-speaking students.					
12. To provide basic educational strategies with immediate applicability for programs enrolling linguistically diverse students					
13. To provide practical educational program ideas for educators of limited English-speaking students					

APPENDIX B

Conference Evaluation Instrument

CONFERENCE EVALUATION

State Conference
for
Educators of
Students With
Limited English Proficiency

June 6-8, 1979
Western Kentucky University

Sponsored by
The Center for Career and Vocational Teacher Education
through funding from the
State Bureau of Vocational Education

CONFERENCE EVALUATION

Your completion of this evaluation form will assist the project staff in assessing the success of this conference. Thank you.

I. Please check your job description:

- A. ☐ Instructor/Teacher--Subject(s) _____
 ☐ Vocational
 ☐ ABE
 ☐ Secondary
 ☐ University/Community College
 ☐ Other (please specify: _____)
- B. ☐ Administrator
 ☐ Vocational
 ☐ ABE
 ☐ Public/parochial school
 ☐ University/Community College
 ☐ Other (please specify: _____)
- C. ☐ Counselor
 ☐ Vocational
 ☐ Secondary
 ☐ ABE
 ☐ Other (please specify: _____)
- D. ☐ Other job description: Please specify _____
- E. Does your educational program presently enroll students of limited English proficiency?
 ☐ Yes--(approx. no. _____)
 ☐ No
 ☐ Not Applicable

II. Please rate each of the conference sessions which you attended. Circle the numbers which best reflect your ratings of each session.

	QUALITY OF PRESENTATION					APPLICABILITY TO MY PROGRAM				
	Excellent		Poor			Significant		Negligible		
Opening Address: Bilingual Education: More Doubletalk?	5	4	3	2	1	5	4	3	2	1
Ky's Present & Future Status in Education for LESA Students	5	4	3	2	1	5	4	3	2	1

	QUALITY OF PRESENTATION					APPLICABILITY TO MY PROGRAM					
	Excellent					Poor	Significant Negligible				
Reports from Ky. Programs:											
<u>Check Sessions Attended</u>											
[] Louisville ABE/ESL	5	4	3	2	1		5	4	3	2	1
[] Louisville Bilingual Elem. and Secondary.	5	4	3	2	1		5	4	3	2	1
[] Owensboro ESL.	5	4	3	2	1		5	4	3	2	1
[] Lexington ABE/ESL.	5	4	3	2	1		5	4	3	2	1
English for Special Purposes . .	5	4	3	2	1		5	4	3	2	1
Immigration & Citizenship											
Information for Educators. . .	5	4	3	2	1		5	4	3	2	1
Sources of Assistance.	5	4	3	2	1		5	4	3	2	1
Teaching Culture to ESL Students	5	4	3	2	1		5	4	3	2	1
Guidance & Counseling for											
LESA Students.	5	4	3	2	1		5	4	3	2	1
Mini-Workshops:											
<u>Check Session Attended</u>											
[] ESL.	5	4	3	2	1		5	4	3	2	1
[] Vocational Education	5	4	3	2	1		5	4	3	2	1

III. Please rate the success of this conference for each of the following areas:

	<u>Very Successful</u>					<u>Unsuccessful</u>				
1. Provision of training opportunities on topics relevant to my interests	5	4	3	2	1					
2. Provision of <u>useful</u> educational strategies applicable to my program	5	4	3	2	1					
3. Opportunity for participants to share ideas, resources	5	4	3	2	1					
4. Opportunity for conference staff to address needs, questions of <u>participants</u>	5	4	3	2	1					
5. Opportunity to interact with and share ideas/resources with other Kentucky educators	5	4	3	2	1					

	<u>Very Successful</u>				<u>Unsuccessful</u>
6. Introduction of new educational ideas which may be incorporated into my program	5	4	3	2	1
7. Increased my ability to address the cultural diversities which are encountered in working with students from other national and/or ethnic origins.	5	4	3	2	1
8. Increased my expertise in equitably serving linguistically diverse students.	5	4	3	2	1
9. Provided opportunity to assess Kentucky's progress in provision of equitable education for students of limited English proficiency . . .	5	4	3	2	1

IV. The most positive aspect (or aspects) about the conference was (were):

V. The most negative aspect (or aspects) about the conference was (were):

VI. Based upon your experience (at this conference and in your educational setting) what need(s) do you feel need to be addressed in the future regarding education for Kentucky's students of limited English proficiency?

APPENDIX C

Supplemental Material for Conference Session Entitled
"English for Special Purposes"

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PROTOTYPE UNITS

ENGLISH AS A SECOND LANGUAGE IN
VOCATIONAL/TECHNICAL EDUCATION

CLERICAL MODULE

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

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UNIT FIVE

OBJECTIVES FOR THE TEACHER:

Listening Comprehension

Student will be able to:

1. Comprehend and answer simple questions about the long dialogue.
2. Identify the different terms used with the telephone system.

Speaking

Student will be able to:

1. Give an appropriate response when:
 - a. asked about making and receiving telephone calls.
 - b. asked about the use of telephone and interoffice directories.
 - c. asked about taking messages.
2. Recite a short dialogue with one another
3. Ask questions to elicit the above information.
4. Perform all of the above with acceptable pronunciation.

Reading and Writing

Student will be able to:

1. Read a passage and answer comprehension questions for homework/seatwork.
2. Complete a short writing assignment for homework/seatwork.

OBJECTIVES FOR THE STUDENT:

In this lesson you will:

1. Listen to and understand the long dialogue.
2. Learn verbs and words about making and receiving telephone calls.
3. Learn to use telephone and zip code directories.
4. Learn to take messages.
5. Memorize a short dialogue.
6. Have a short conversation with another student.
7. Read a short selection and answer questions.
8. Do a short writing assignment.

INSTRUCTIONAL AIDS

Local telephone directory

CLERICAL (5) 1

D I A L O G U E

To the Teacher: The following dialogue is intended to introduce the student to 1) irregular verbs in the past tense, most of which were introduced in Unit IV; 2) auxiliary will. Follow the same presentation procedure as outlined in Units 1-3.

* * * * *

To the Student: Listen to the following dialogue. Do not memorize it.

1. Follow along in your book as your teacher reads the dialogue.
2. When your teacher tells you to do so, close your book and listen to the dialogue again.
3. Open your book. Your teacher will explain words and sentences you do not understand.
4. Close your book. Listen to the dialogue again.
5. Answer the questions your teacher asks. Give short answers.

Situation: It's a busy day. Mary Ann will need Chau's help with the phone.

Mary Ann: I began this monthly report yesterday, but it's not finished.

Chau: Can I help?

Mary Ann: Will you take the calls again today? Mrs. DeWitt wrote us a memo. A Mr. Gonzalez will call collect for her. Accept the charges and transfer him right away.

Chau: O.K. I made calls yesterday and took messages, but I'll need some help with the collect call.

Mary Ann: You won't have trouble. It's easy. I'll be right here.

Chau: O.K. (phone rings) Good morning, Marketing.

Diana: Good morning. This is Diana from Panorama Travel. Someone in your office made a reservation for Mrs. DeWitt to Miami. Was that first class or coach?

Chau: Will you hold? I'll find out. Mary Ann, did you make the reservation for Mrs. DeWitt to Miami?

Mary Ann: Yes, I gave Panorama all the information.

Chau: Well, they forgot to write down "first class" or "coach". Will she fly first class?

Mary Ann: I don't remember. Last time she flew coach. We'll have to call them back.

Chau: Sorry I kept you waiting, Diana. We're not sure about the flight. Can we call you back?

Diana: O.K. I gave you my number, didn't I?

Chau: I saw it in the rolodex. It's 596-4001, isn't it?

Diana: That's right. We'll be waiting for your call.

(phone rings)

Chau: Good morning, Marketing.

Operator: I have a collect call for Jane DeWitt from Martin Gonzalez. Will you accept the charges?

Chau: Just a minute, Operator. Mary Ann, here's the call from Mr. Gonzalez. How do I transfer it?

Mary Ann: Push the intercom button and dial 21. Tell Mrs. DeWitt it's long distance.

Chau: Mrs. DeWitt, your long distance call from Mr. Gonzalez is on line 7.

Mrs. DeWitt: Thank you.

Comprehension Questions

- Teacher:
1. What is Mary Ann busy with?
 2. What did Mary Ann ask Chau to do?
 3. What did the travel agent forget to write down?
 4. Did Chau take phone calls yesterday?
 5. Was the call from Mr. Gonzalez collect?

The following exercises drill irregular verbs in the past tense:

<u>Present</u>	<u>Past</u>	<u>Present</u>	<u>Past</u>
am/are/is	was/were	hold	held
begin	began	keep	kept
bring	brought	know	knew
come	came	leave	left
do	did	make	made
eat	ate	read	read
find	found	say	said
find out	found out	see	saw
forget	forgot	send	sent
fly	flew	speak	spoke
get	got	take	took
give	gave	tell	told
go	went	think	thought
have	had	write	wrote
hear	heard	write down	wrote down

1. Repetition Drill.

Repeat the following sentences
after your teacher.

I took messages.
I made calls yesterday.
I gave them the information.
Mrs. DeWitt wrote us a memo.
She flew coach.
I kept you waiting.
It was easy for you.
I began this monthly report yesterday.
They forgot to write down first class or coach.
We didn't fill in first class or coach.
Did you make the reservation?
Did Mrs. DeWitt fly first class?

2. Substitution Drills.

Repeat the first sentence
after your teacher. Then make
a sentence using the words (cues)
provided.

(a)

T: Mary Ann wrote the report.
began
read
brought
sent

S: Mary Ann wrote the report.
Mary Ann began the report.
Mary Ann read the report.
Mary Ann brought the report.
Mary Ann sent the report.

(b)

T: The secretary knew the area code.
found
had
got

S: The secretary knew the area code.
The secretary found the area code.
The secretary had the area code.
The secretary got the area code.

(c)

T: Chau made calls yesterday
took messages
wrote memos
made reservations

S: Chau made calls yesterday.
Chau took messages yesterday.
Chau wrote memos yesterday.
Chau made reservations yesterday.

(d)

T: The operator knew the private
number.

kept a telephone
directory
found the extension
saw the new directory

S: The operator knew the private
number.

The operator kept a telephone
directory.
The operator found the extension.
The operator saw the new directory.

3. Multiple Substitution Drills.

Repeat the first sentence after
your teacher. Then make a
sentence using the words (cues)
provided.

(a)

T: The operator took the call.
the number
He
gave
Diana
knew
extension
got
an outside line
a long-distance call
Chau
took

S: The operator took the call.
The operator took the number.
He took the number.
He gave the number.
Diana gave the number.
Diana knew the number.
Diana knew the extension.
Diana got the extension.
Diana got an outside line.
Diana got a long distance call.
Chau got a long distance call.
Chau took a long distance call.

(b)

T: Mrs. DeWitt flew to New York
last month.
yesterday

Chau and Mary Ann

today

came

went

He

yesterday

S: Mrs. DeWitt flew to New York
last month.

Mrs. DeWitt flew to New York
yesterday.

Chau and Mary Ann flew to New York
yesterday.

Chau and Mary Ann flew to New York
today.

Chau and Mary Ann came to New York
today.

Chau and Mary Ann went to New York
today.

He went to New York today.

He went to New York yesterday.

4. Question and Short Answer Drills.

Give a short affirmative answer.

(a)

T: Did Mrs. DeWitt write a memo?
Did Chau make calls yesterday?
Did Mary Ann begin her report yesterday?
Did Mr. Gonzalez make a collect call?
Did Chau know Diana's phone number?
Did Chau keep Diana waiting?

S: Yes, she did.
Yes, she did.
Yes, she did.
Yes, he did.
Yes, she did.
Yes, she did.

Give a short negative answer.

(b)

T: Did Mrs. DeWitt fly first class last time?
Did Mr. Gonzalez make a local call?
Did Mr. Gonzalez make a station-to-station call?
Did Chau have trouble yesterday?
Did Mary Ann send the monthly report?

S: No, she didn't.
No, he didn't.
No, he didn't.
No, she didn't.
No, she didn't.

5. Answer Drills.

Ask the following questions. Students will answer, "Yes, I ... it," using the past tense.

Answer your teacher's questions in the affirmative, using the past tense of the verb. "Yes, I ... it."

(a)

T: Didn't you leave a message?
Didn't you hear the dial tone?
Didn't you give the area code?
Didn't you make the call?
Didn't you read the directory?
Didn't you get an outside line?
Didn't you take the message?

S: Yes, I left it.
Yes, I heard it.
Yes, I gave it.
Yes, I made it.
Yes, I read it.
Yes, I got it.
Yes, I took it.

(b) Ask students to answer in the negative.

This time answer in the negative, "No, I didn't ... it/them."

T: Did you know her private number?
Did you get the charges?
Did you hear the phone?
Did you find the number?
Did you take the person-to-person call?
Did you bring the directories?

S: No, I didn't know it.
No, I didn't get them.
No, I didn't hear it.
No, I didn't find it.
No, I didn't take it.
No, I didn't bring them.

CLERICAL (5) 6

6. Answer Drill.

Students may give affirmative or negative answers. Ask for appropriate answers from the dialogue.

Give a short answer to your teacher's question. Use affirmative or negative answers. Give an appropriate answer using the dialogue.

T: Was Mrs. DeWitt in her office?
Were you in Mrs. DeWitt's office?
Were Chau and Mary Ann in the cafeteria?
Was Chau at her desk?
Were you at home yesterday?
Was I at Chau's office today?
Was Diana at Panorama Travel Agency?
Was Mr. Gonzalez out of town?
Was Mr. Gonzalez in Mrs. DeWitt's office?

S: Yes, she was.
No, I wasn't.

No, they weren't.
Yes, she was.
Yes, I was. (or No, I wasn't.)
No, you weren't.

Yes, she was.
Yes, he was.

No, he wasn't.

7. Transformation Drill.

Give the following sentences in past tense and ask students to change them into interrogatives.

Your teacher will say a sentence. Change it to a question.

T: Mrs. DeWitt was in her office.
Chau was at her desk.
Mr. Gonzalez was out of town.
Diana was at Panorama Travel Agency.
I was at home yesterday.
I was in my office today.
I was in the cafeteria at noon.
Visay was in the mail room.
Chau and Mary Ann were in the supply store.
The operator was at the switchboard.

S: Was Mrs. DeWitt in her office?
Was Chau at her desk?
Was Mr. Gonzalez out of town?
Was Diana at Panorama Travel Agency?
Were you at home yesterday?
Were you in your office today?
Were you in the cafeteria at noon?
Was Visay in the mail room?
Were Chau and Mary Ann in the supply store?
Was the operator at the switchboard?

8. Question and Answer Drill.

Provide the cue and ask the first student to ask a question with "Didn't you ...?" Second student will give an affirmative answer. First student asks another question using "When ...?" and second student answers using the cued adverb of time.

Use the cue your teacher gives and ask a question, "Didn't you ...?" Provide a short affirmative answer. Then ask a second question, "When ...?" Answer using the cue your teacher provides.

T: make a call.

this afternoon

S₁: Didn't you make a call?
S₂: Yes, I did.
S₁: When did you make it?
S₂: I made it this afternoon.

T: find the telephone book

this morning
bring the report

yesterday
speak to Mr. Gonzalez

today
get an interoffice directory

last week
see the organizational chart

last month

S₁: Didn't you find the telephone book?
S₂: Yes, I did.
S₁: When did you find it?
S₂: I found it this morning.
S₁: Didn't you bring the report?
S₂: Yes, I did.
S₁: When did you bring it?
S₂: I brought it yesterday.
S₁: Didn't you speak to Mr. Gonzalez?
S₂: Yes, I did.
S₁: When did you speak to him?
S₂: I spoke to him today.
S₁: Didn't you get an interoffice directory?
S₂: Yes, I did.
S₁: When did you get it?
S₂: I got it last week.
S₁: Didn't you see the organizational chart?
S₂: Yes, I did.
S₁: When did you see it?
S₂: I saw it last month.

9. Short Dialogue.

Memorize the following dialogue.

Chau: Hello, Marketing.
Mr. Nichols: Mrs. DeWitt, please.
Chau: I'm sorry. Mrs. DeWitt is on another line. May I ask who's calling?
Mr. Nichols: This is Mr. Nichols from Accounting.
Chau: Can you hold?
Mr. Nichols: Sure.
Chau: The line's free now. I'll ring her.
Mr. Nichols: Thanks.

The following exercises drill the auxiliary will.

Mary Ann	will	need	help.
I	'll	find out.	
You	Will	you accept	charges?
He	will	not* have	trouble.
	will	not* be	late.

*will not = won't. Won't is the spoken form.

10. Repetition Drill.

Mr. Gonzalez will call collect.
Mary Ann will need Chau's help.
I'll be right here.
I'll need some help.
We'll have to call you about that.

Will she fly first class?
Will you take the calls today?

You won't have trouble.

11. Substitution Drills.

(a)

T: I'll use the WATS line.
He
She
We
You
They

S: I'll use the WATS line.
He'll use the WATS line.
She'll use the WATS line.
We'll use the WATS line.
You'll use the WATS line.
They'll use the WATS line.

(b)

T: Chau won't take the call.
place
transfer
make
answer

S: Chau won't take the call.
Chau won't place the call.
Chau won't transfer the call.
Chau won't make the call.
Chau won't answer the call.

(c)

T: Will you call the operator?
ring
buzz
speak to
get

S: Will you call the operator?
Will you ring the operator?
Will you buzz the operator?
Will you speak to the operator?
Will you get the operator?

(d)

T: Will you dial the number?
find
look for
verify

S: Will you dial the number?
Will you find the number?
Will you look for the number?
Will you verify the number?

(e)

T: Will you get an outside line?
the operator
the switchboard
the payroll department

S: Will you get an outside line?
Will you get the operator?
Will you get the switchboard?
Will you get the payroll department?

CLERICAL (5) 9

(f)

T: The operator will place a collect call.	S: The operator will place a collect call.
a credit card call	The operator will place a credit card call.
a person-to-person call	The operator will place a person-to-person call.
a long distance call	The operator will place a long distance call.

12. Substitution Drills.

(a)

T: Mrs. DeWitt won't fly to Miami today. They You Mary Ann and Chau I We He	S: Mrs. DeWitt won't fly to Miami today. They won't fly to Miami today. You won't fly to Miami today. Mary Ann and Chau won't fly to Miami today. I won't fly to Miami today. We won't fly to Miami today. He won't fly to Miami today.
---	---

(b)

T: He won't use the yellow pages. the office extension the private line the telephone book the directory	S: He won't use the yellow pages. He won't use the office extension. He won't use the private line. He won't use the telephone book. He won't use the directory.
--	--

(c)

T: Won't you sit down? she make the call the caller leave a message Diana take the call	S: Won't you sit down? Won't she make the call? Won't the caller leave a message? Won't Diana take the call?
--	---

(d)

T: Won't you come to the office today? go to the credit union look for the number ask for help call for reservations	S: Won't you come to the office today? Won't you go to the credit union today? Won't you look for the number today? Won't you ask for help today? Won't you call for reservations today?
--	--

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13. Question and Answer Drill.

Provide the sentence and cue.
Ask the first student to ask
a question using will. Ask
second student to give a
short answer.

Your teacher will say a sentence
and give a cue. Make a question
using the cue and will. Then
give a short answer.

T: Mr. Gonzalez didn't call yesterday.
today

S₁: Will he call today?
S₂: Yes, he will. (or No, he won't.)

The telephone company didn't
deliver the phone books today.
next week

S₁: Will they deliver them next week?
S₂: Yes, they will. (or No, they won't.)

Mrs. DeWitt didn't return my
call this morning.
this afternoon

S₁: Will she return my call this
afternoon?
S₂: Yes, she will. (or No, she won't.)

Mary Ann didn't begin the
report last week.
today

S₁: Will she begin it today?
S₂: Yes, she will. (or No, she won't.)

I didn't fly to Miami last month.
this month

S₁: Will you fly to Miami this month?
S₂: Yes, I will. (or No, I won't.)

14. Cued Response Drills.

Have students refer to the
illustration (a page from
a telephone book) to answer
the following questions.

Use the illustration on p.
to answer you teacher's questions.
Answer, "It's ..."

(a)

T: Will you give me the number for
Cleveland House Apartments?

S: It's AD4-6146.

Will you give me the number for
Henry Clemons?

It's 723-0131.

Will you give me the number for
Wm Clohan?

It's 338-5201.

Will you give me the number for
Clinton Motor Co.?

It's 868-2000.

Will you give me the number for
Cline Travel Agency?

It's 966-9179.

(b) Provide the cue and have one student ask the question, and a second student answer it.

(Note: Either use the following or bring a sample page from your local telephone directory.)

Use the cue your teacher provides and ask the question, "Will you give me the number for ...?" Give an answer.

T: Clemco Research

S₁: Will you give me the number for Clemco Research?

S₂: It's 295-0388.

Joseph Cleveland

S₁: Will you give me the number for Joseph Cleveland?

S₂: It's 582-8304.

V. A. Clements

S₁: Will you give me the number for V. A. Clements?

S₂: It's EM3-1034.

Climate Control Service Co.

S₁: Will you give me the number for Climate Control Service Co.?

S₂: It's 779-5252.

Clean-Rite Maintenance 2300 Mass Ave NW	574-6670
Clearfield Warren 1700 Hamilton St	526-5600
Cleary Mary E 254 8th Pl NW	960-3015
Clemco Research 1000 Conn Ave NW	295-0388
Clements Pastry Shop 1338 H St NE	526-4151
Clements V A 4600 Calif St NW	EM3-1043
Clemm Anna Mrs 1400 Wis Ave NW	295-2187
Clemmer Dan O Jr 2113 M St NW	574-7990
Clemons Henry 1350 Kennedy St NE	723-0131
Cleveland House Apartments 2700 29th NW	AD4-6146
Cleveland Jos 5744 Southern Ave NE	528-8304
Clewell C F 2501 Pa Ave NW	337-8108
Clewell Edgar Mrs 6200 Ore Ave NW	363-5910
Climate Control Service Co 200 Mass Ave NE	779-5252
Cline Travel Agency 4601 Kan Ave NE	966-9179
Clinton Barbara 743 18th NW	880-9864
Clinton Kitchen Shop 3640 6th NE	HO2-4134
Clinton Metal Company Inc 2400 Va Ave NW	HY3-3800
Clinton Motor Co 1340 Kennedy NE	868-2000
Clohan Wm 800 Jefferson St NW	338-5201

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15. Cued Response Drill.
Provide the cue. The students will use the sample from an interoffice directory below to answer the question, "What's the number for ...?" "It's ..."

Use the cue your teacher provides and ask the question, "What's the number for ...?" Answer the question using the directory below.

NATIONAL OFFICE MACHINES DIRECTORY
FREQUENTLY CALLED NUMBERS

Audio-Visual Services	115
Cafeteria	200
Coffee Shop	265
Computer Center	106
Credit Union	576
Fast Copy Service	355
Health Center	431
Mail Room	735
Payroll Department	410
Personnel	600
Supply Store	360
Telephone Service	470

T: the Health Center	S ₁ : What's the number for the Health Center?
	S ₂ : It's 431.
the Mail Room	S ₁ : What's the number for the Mail Room?
	S ₂ : It's 735.
the Supply Store	S ₁ : What's the number for the Supply Store?
	S ₂ : It's 360.
the Computer Center	S ₁ : What's the number for the Computer Center?
	S ₂ : It's 106.
Audio-Visual Services	S ₁ : What's the number for Audio-Visual Services?
	S ₂ : It's 115.
the Credit Union	S ₁ : What's the number for the Credit Union?
	S ₂ : It's 576.
the Cafeteria	S ₁ : What's the number for the Cafeteria?
	S ₂ : It's 200.

16. Role-Playing Activity.

The following role-plays are all telephone conversations.

Have a short telephone conversation with another student using the following situations.

- I. Diana from Panorama Travel Agency calls Chau. She wants information about Mrs. DeWitt's flight.
- II. Dora, Chau's roommate, calls Chau. Chau is not at her desk. Mary Ann answers the phone and takes a message.
- III. Mrs. DeWitt wants to speak person-to-person to Sara Jameson. Her number is (301) 763-4446. One student places the call. The other student is the operator.
- IV. One student asks another for the telephone number of a person or division, using the interoffice directory and the sample from a telephone book here. The other student answers the question.
- V. Using a local telephone book, students ask each other questions.

Examples: What's the number of Moore Grocery Store?
It's 787-8000.

Where is Bateson Book Store?
It's at 156 South Main Street.

17. Homework/Seatwork.

Have students fill in the telephone message form with the following information

Fill in the telephone message form with the following information.

(a)

1. Mr. James L. Wiggins called.
2. He works for General Office Supply Co.
3. He returned Mrs. DeWitt's call.
4. He wants Mrs. DeWitt to call him.
5. His phone number is (703) 528-8686.
6. He called at 12:00 (noon)
7. The date is May 15.
8. You took the call.

To _____			
Date _____		Time _____	
TELEPHONE MESSAGE			
M _____			
of _____			
Phone _____			
Area Code	Number	Extension	
TELEPHONED	☐	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	URGENT	☐
RETURNED YOUR CALL		☐	
Message _____			

Operator			

(b) Have students take the information from this telephone conversation and fill in another telephone message form.

Now take the information from the following conversation and fill in another telephone message form.

Situation: It's 11:15 on November 4th.

"Good morning. Mr. Brown's office. Miss Lee speaking."

"This is Jim Stoner. Is Bill in?"

"I'm sorry. Mr. Brown is in a meeting right now. Can I take a message?"

"Yes, tell him I called. Ask him to call me this afternoon. It's about the Kohler file. It's urgent. He has my number."

"I'll do that."

"Thank you."

"Goodbye."

"Goodbye."

To _____		
Date _____	Time _____	
TELEPHONE MESSAGE		
M _____		
of _____		
Phone _____		
Area Code	Number	Extension
TELEPHONED	☐	PLEASE CALL ☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN ☐
WANTS TO SEE YOU	☐	URGENT ☐
RETURNED YOUR CALL		☐
Message _____		

Operator		

18. Role-Playing Activity.

Using the following names and telephone numbers, have students place phone calls to each other's offices. One student places the call; the other answers and takes a message.

Use the following names and telephone numbers, and make a telephone call to another office. Answer the telephone and take a message.

Example: William Schlesinger
OR5-6700 Ext. 34

S₁: Mr. Frost's office. Can I help you?
S₁: This is Mr. Schlesinger. Is Mr. Frost in?
S₂: No, he isn't. May I take a message?
S₁: Yes. Ask him to call me today.
S₂: I will. What's the number, please?
S₁: OR5-6700, Ext. 34.
S₂: That's OR5-6700, Ext. 34. Will you please spell
1 your last name for me?
S₂: It's Schlesinger. S-C-H-L-E-S-I-N-G-E-R.
S₂: S-C-H-L-E-S-I-N-G-E-R. Thank you. I'll have
1 him call you.
S₂: Goodbye.
S₁: Goodbye.

1. Claude Peirson
343-5601
2. Howard Fromkin
OL5-7862, Ext. 21
3. James Thompson of C.L. Foster Co.
544-9000, Ext. 43
4. Barbara Jameson
676-8989
5. Diana Johnstone
244-3547 (h)
433-9076 (o)

19.(a) Reading Passage.

Telephone Manners

The telephone is an extension of your office. You will answer the phone and place calls for your boss and your company. Your employer hired you to be pleasant, courteous, and helpful on the telephone. Your employer's reputation will depend on how you answer the phone. You can make a good impression or a bad impression.

Read these two telephone conversations and evaluate the secretary's phone manners in each. Was she pleasant? Was she helpful? Was she courteous?

Conversation 1

Secretary: Wait a minute. I'm on another line.

Caller: Hello...Hello...

Secretary: Yeah. What did you want?

Caller: Is Mr. Jameson there, please?

Secretary: No, he's not.

Caller: Do you expect him this afternoon?

Secretary: I don't know.

Caller: Well, can you tell him that Mrs. Schumacher called?

Secretary: What name was that?

Caller: Schumacher. S-C-H-U-M-A-C-H-E-R.

Secretary: O.K. Bye.

Conversation 2

Secretary: Good morning. Mr. Jameson's office. Can you hold? Sorry to keep you waiting.

Caller: Hello. This is Mrs. Schumacher. Is Mr. Jameson in?

Secretary: No. I'm sorry, he's not. He'll be out of the office all afternoon. Can I help you?

Caller: Maybe. Do you know what date he scheduled the regional meeting for?

Secretary: Just a minute, please, and I'll find out. Will you hold?

Caller: Certainly.

Secretary: Thank you for waiting, Mrs. Schumacher. The meeting will be on July 17th at 8:30.

Caller: Thank you for your trouble. Goodbye.

Secretary: Goodbye.

In the first conversation, the secretary took no time to identify the office. She didn't even say hello. She forgot to be pleasant. She gave the caller no information. Mrs. Schumacher had to ask for everything. The secretary was rude. She never said the caller's name. She didn't thank the caller for telephoning. She didn't use polite expressions. She did not make a good impression.

The second conversation was much better. The secretary tried to help Mrs. Schumacher. She found out the meeting date. She identified herself and her office. She used polite expressions. She was pleasant and helpful. She made a good impression, for herself and for her office.

19.(b) Comprehension Questions.

1. Is the telephone an extension of your office?
2. In the first conversation, what did the secretary forget to be?
3. Did she make a good impression?
4. In the second conversation, what did the secretary try to do?
5. When is the regional meeting?

VOCABULARY

Nouns

area code
audio-visual services
caller
computer center
conversation
credit card call
dial tone
extension (Ext.)
fast copy service
flight
herself
intercom button
local call
long-distance call
meeting date
monthly report
name
operator
organizational chart
outside line
person-to-person call
phone book
polite expressions
private number
regional meeting
rolodex
service
station-to-station call
telephone company
telephoning
travel agent
the WATS line
yellow pages

Expressions

a busy day
accept charges
call collect
Can you hold?
coach
first class
fly coach
frequently-called number
give information
have a collect call
(for someone)
have trouble
He's out of the office.
I gave you my number.
I'll be right there.
I'll have him call you.
I'll ring (someone).
It's urgent.
Just a minute.
Keep (someone) waiting.
make a good impression
May I ask who's calling?
place a call
return a call
(somebody is) on the line
Sorry I kept you waiting.
take calls
take time
Thank you for your trouble.
The line's free.
Will you hold?

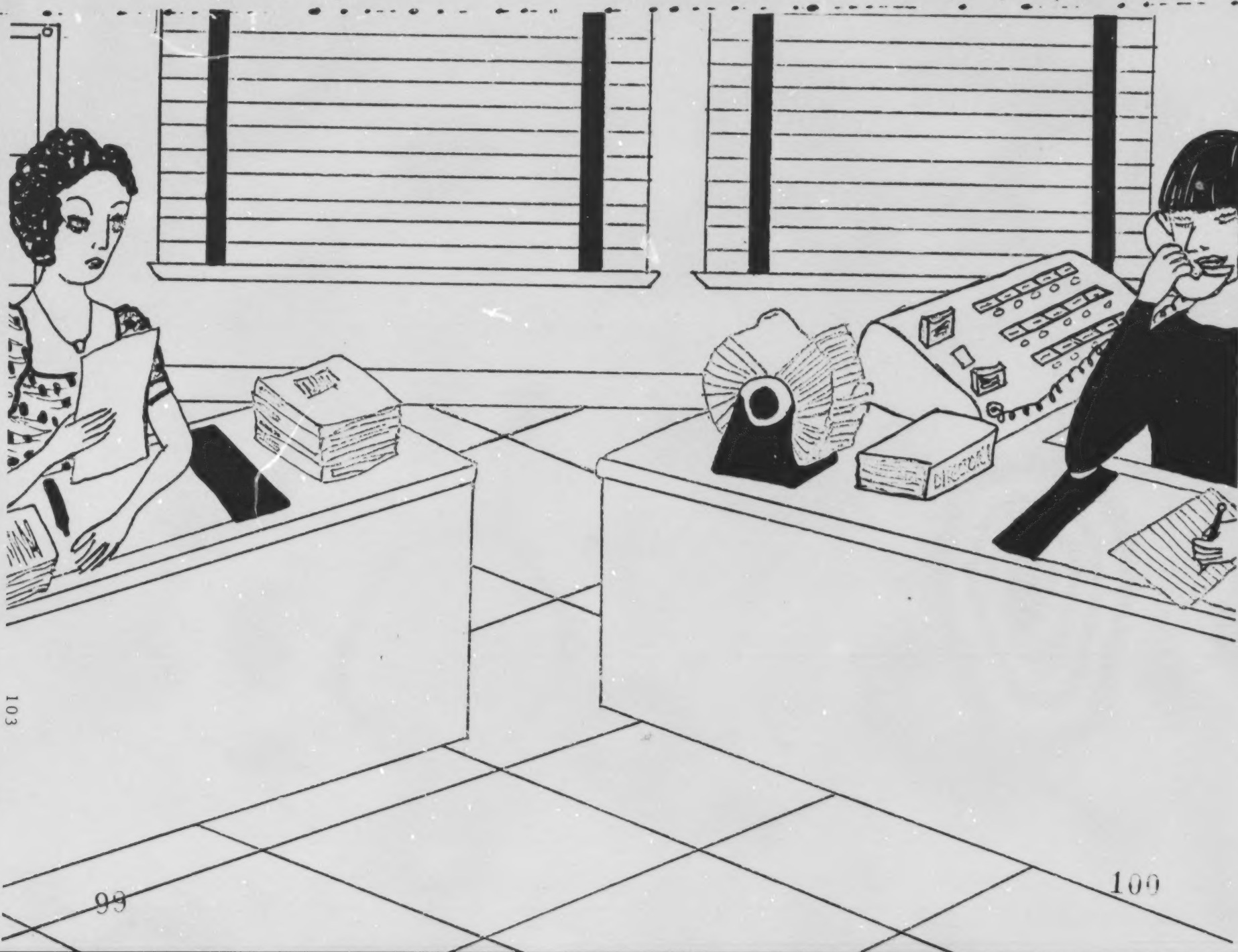
Descriptive Words

another
at her desk
at home
at the switchboard
better
frequently
helpful
out of town
pleasant
rude

Review Drill.

The following exercises drill the imperative and question forms which can be used for clarification or confirmation.

T: xerox copy	S1: Bring me a xerox copy. S2: Did you say "xerox copy"?
No. 2 pencil	S1: Bring me a No. 2 pencil. S2: Did you say "No. 2 pencil"?
a legal pad	S1: Bring me a legal pad. S2: Did you say a "legal pad"?
a manila folder	S1: Bring me a manila folder. S2: Did you say a "manila folder"?
the Rogers folder	S1: Bring me the Rogers folder. S2: Did you say the "Rogers folder"?
last month's report	S1: Bring me last month's report. S2: Did you say "last month's report"?
Mrs. Henderson's address	S1: Bring me Mrs. Henderson's address. S2: Did you say "Mrs. Henderson's address"?
T: an outside line	S1: Get me an outside line. S2: Was that "an outside line"?
Mr. Gonzalez	S1: Get me Mr. Gonzalez. S2: Was that "Mr. Gonzalez"?
Fast Copy	S1: Get me Fast Copy. S2: Was that "Fast Copy"?
Audio-Visual Services	S1: Get me Audio-Visual Services. S2: Was that "Audio-Visual Services"?
the Computer Center	S1: Get me the Computer Center. S2: Was that "the Computer Center"?
Payroll	S1: Get me Payroll. S2: Was that "Payroll"?
General Office Supply	S1: Get me General Office Supply. S2: Was that "General Office Supply"?



UNIT NINE

OBJECTIVES FOR THE TEACHER:

Listening Comprehension

Student will be able to:

1. Comprehend and answer simple questions about the conversation.

Speaking

Student will be able to:

1. Given an appropriate response when:
 - a. asked about preparing large mailings
 - b. maintaining supplies.
 - c. ordering supplies.
2. Memorize two short dialogues.
3. Have a short conversation with another student.
4. Ask questions to elicit the above information.
5. Perform all of the above with acceptable pronunciation.

Reading and Writing

Student will be able to:

1. Read a passage and answer comprehension questions for homework/seatwork.
2. Complete a short writing assignment for homework/seatwork.

OBJECTIVES FOR THE STUDENT:

In this lesson you will:

1. Listen to and understand the conversation.
2. Learn about preparing large mailings.
3. Learn about maintaining supplies.
4. Learn about ordering supplies.
5. Memorize two short dialogues.
6. Have a short conversation with another student.
7. Read a short selection and answer questions.
8. Do a short writing assignment

INSTRUCTIONAL AIDS:

1. Illustration for Unit IX.

CLERICAL (9) 1

CONVERSATION

To the Teacher: The following conversation is intended to introduce the student to 1) adverbs of frequency, and 2) be + going to. Follow the same presentation procedure as outlined in Units 1-3.
This dialogue is not for memorization.

* * * * *

To the Student: Listen to the following conversation. Do not memorize it.

1. Follow along in your book as your teacher reads the conversation.
2. When your teacher tells you to do so, close your book and listen to the conversation again.
3. Open your book. Your teacher will explain words and sentences you do not understand.
Close your book. Listen to the conversation again.
Answer the questions your teacher asks. Give short answers.

Situation: Maryann and Chau are preparing to do a bulk mailing.

Maryann: We need to prepare a bulk mailing today, Chau.

Chau: Okay. Where do we start?

Maryann: First, we need to get the flyers. The printer didn't fold and staple them. We're going to have to do that.

Chau: I'll get the staples. How many flyers are we going to send?

Maryann: We usually send out three thousand flyers to people on the mailing list.

Chau: Here are the staples and the staplers. Do you have the address labels?

Maryann: Yes, but they aren't in zip code order.

Chau: Do we always put them in zip code order?

Maryann: We didn't in the past. But the Post Office is going to give us a discount on bulk mailings. So we have to sort the mail. We do that by zip codes.

Chau: How much do we save?

CLERICAL (9) 2

Maryann: We save 2½ cents per flyer. We can start folding. Liz is going to put the addresses in order.

Chau: Aren't they in order already?

Maryann: They are. But they're in alphabetical order by last names. The zip code order is new and we're changing over. It takes a long time to sort the address cards, but we're only going to do it once.

Chau: How long will it take?

Maryann: Well, Liz started to sort the cards a few days ago. She's going to bring us the cards before lunch. We can fold the flyers now, and stick on the addresses after lunch.

Chau: How often do we do bulk mailings?

Maryann: It varies. Sometimes we do a lot. In November and December we frequently have 3 or 4. But in July we rarely do any.

Chau: Why are there so few mailings in summer?

Maryann: We're mailing questionnaires to consumers. Summer is always a slow season; people go on vacations and often don't respond.

Comprehension Questions.

- Teacher:
1. Did the printer fold and staple the flyers?
 2. How many flyers are Chau and Maryann going to send out?
 3. What order are the addresses in right now?
 4. Is the zip code order new?
 5. When did Liz start to sort the cards?
 6. Why are there so few mailings in summer?

The following exercises drill adverbs of frequency:

I	occasionally frequently never	take a late lunch.
I am	usually always never	on time.
Are you	usually	busy?
Did we	ever	file numerically?
When does she	usually	take a break?
She doesn't	usually	take dictation.

Sometimes	we had to deliver mail.
-----------	-------------------------

1. Repetition Drill.

Repeat the following sentences
after your teacher.

We usually send out three thousand flyers.
Sometimes we do a lot.
Summer is always a slow season.
We frequently have three or four.
In July we rarely do any.
People don't often respond.
Do we always put them in order?
Why are there only a few mailings now?

2. Substitution Drills

Repeat the first sentence after
your teacher. Then make a
sentence using the cues provided.

(a)

T: I frequently type form letters.
sometimes
occasionally
seldom
rarely

S: I frequently type form letters.
I sometimes type form letters.
I occasionally type form letters.
I seldom type form letters.
I rarely type form letters.

(b)

T: Visay is usually on time.
seldom
rarely
never

S: Visay is usually on time.
Visay is seldom on time.
Visay is rarely on time.
Visay is never on time.

(c)

T: The mail is never late.
always
usually
rarely
sometimes

S: The mail is never late.
The mail is always late.
The mail is usually late.
The mail is rarely late.
The mail is sometimes late.

(d)

T: Are the flyers usually stapled?
always
sometimes
often

S: Are the flyers usually stapled?
Are the flyers always stapled?
Are the flyers sometimes stapled?
Are the flyers often stapled?

CLERICAL (9) 4

(e)
T: Did you ever prepare stencils?
usually
often
occasionally

S: Did you ever prepare stencils?
Did you usually prepare stencils?
Did you often prepare stencils?
Did you occasionally prepare stencils?

(f)
T: When is the supply room usually
open?
never

S: When is the supply room usually open?
When is the supply room never open?

(g)
T: Chau doesn't always answer the
phone.
usually
often

S: Chau doesn't always answer the phone.
Chau doesn't usually answer the phone.
Chau doesn't often answer the phone.

(h)
T: Sometimes, I work overtime.
Occasionally
Often
Frequently

S: Sometimes, I work overtime.
Occasionally, I work overtime.
Often, I work overtime.
Frequently, I work overtime.

(i)
T: Bulk mailings are difficult,
sometimes.
occasionally
always
frequently

S: Bulk mailings are difficult,
sometimes.
Bulk mailings are difficult,
occasionally.
Bulk mailings are difficult,
always.
Bulk mailings are difficult,
frequently.

3. Multiple Substitution Drill

Repeat the first sentence after
your teacher. Then make a sentence
using the cues provided.

T: Chau always proofreads her work.
letters
types

S: Chau always proofreads her work.
Chau always proofreads her letters.
Chau always types her letters.

T: usually
the flyers
Maryann
never
the stencils
sometimes
I
run off
rarely
They
the reports
staple

S: Chau usually types her letters.
Chau usually types the flyers.
Maryann usually types the flyers.
Maryann never types the flyers.
Maryann never types the stencils.
Maryann sometimes types the stencils.
I sometimes type the stencils.
I sometimes run off the stencils.
I rarely run off the stencils.
They rarely run off the stencils.
They rarely run off the reports.
They rarely staple the reports.

4. Cued Response Drill.

Say the sentence and provide
the cue. Have students restate
the sentence using the adverb.

Listen to the sentence and the
cue your teacher provides. Repeat
the sentence using the adverb.

T: The office mails a thousand copies.
(sometimes)

S: The office sometimes mails a
thousand copies.

We need to look up the zip code.
(rarely)

We rarely need to look up the zip
code.

A mailing list is in alphabetical
order. (usually)

A mailing list is usually in
alphabetical order.

The printer folds and staples the
flyers. (always)

The printer always folds and staples
the flyers.

He takes shorthand on his job.
(never)

He never takes shorthand on his
job.

I use the office directory.
(often)

I often use the office directory.

Chau takes telephone messages.
(frequently)

Chau frequently takes telephone
messages.

Do we use a lot of stencils?
(usually)

Do we usually use a lot of stencils?

Does she have a lot of packages?
(always)

Does she always have a lot of
packages?

We don't use a computer.
(usually)

We don't usually use a computer.

CLERICAL (9) 6

5. Answer Drills.

Have students answer with,
a) "Yes we ... do." b) "No,
I never do." c) "Yes, she ...
does."

Answer your teacher's question
with, "Yes, we ... do."

(a)

T: Do we always put them in zip code
order?
Do we usually sort the mail?
Do we sometimes order extra copies?

S: Yes, we always do.
Yes, we usually do.
Yes, we sometimes do.

Answer with, "No, I never do."

(b)

T: Do you always write reports?
Do you sometimes take dictation?
Do you ever use the zip code
directory?

S: No, I never do.
No, I never do.
No, I never do.

Answer with, "Yes, she ... does."

(c)

T: Does Chau often answer the phone?
Does Maryann occasionally prepare
questionnaires?
Does Mrs. DeWitt frequently attend
meetings?

S: Yes, she often does.
Yes, she occasionally does.
Yes, she frequently does.

The following exercises drill be + going to & verb:

We	're	going to	mail	a thousand letters.
This	is	going to	be	a long day.
The office	isn't	going to	take	inventory today.
Are you		going to	send	that parcel post?
When is he		going to	deliver	the brochures?

CLERICAL (9) 7

6. Repetition Drill.

Repeat the following sentences
after your teacher.

The Post Office is going to give us a discount.
She's going to bring us the cards before lunch.
We're going to have to do that.
Liz is going to put the addresses in order.
Chau's not going to file these today.

Is the Post Office going to be open tomorrow?
How many flyers are we going to send?

7. Substitution Drills

Repeat the first sentence after
your teacher. Then make a sentence
using the cues provided.

(a)

T: The job's going to be difficult.
easy
long
hard

S: The job's going to be difficult.
The job's going to be easy.
The job's going to be long.
The job's going to be hard.

(b)

T: She was going to sort the mail.
deliver
fold
address
take

S: She was going to sort the mail.
She was going to deliver the mail.
She was going to fold the mail.
She was going to address the mail.
She was going to take the mail.

(c)

T: Chau's going to change the ribbon.
clean the typewriter
set the margins
clear the tabs

S: Chau's going to change the ribbon.
Chau's going to clean the typewriter.
Chau's going to set the margins.
Chau's going to clear the tabs.

(d)

T: I'm not going to be late.
be early
be ready
have time
have enough

S: I'm not going to be late.
I'm not going to be early.
I'm not going to be ready.
I'm not going to have time.
I'm not going to have enough.

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(e)

T: We're not going to issue a summer report.

prepare

print

distribute

S: We're not going to issue a summer report.

We're not going to prepare a summer report.

We're not going to print a summer report.

We're not going to distribute a summer report.

(f)

T: Is the Post Office going to give us a discount?

take bulk mail

require zip codes

bundle the mail

S: Is the Post Office going to give us a discount?

Is the Post Office going to take bulk mail?

Is the Post Office going to require zip codes?

Is the Post Office going to bundle the mail?

(g)

T: How many copies are you going to make?

need

want

have

S: How many copies are you going to make?

How many copies are you going to need?

How many copies are you going to want?

How many copies are you going to have?

(h)

T: How much carbon paper are you going to order?

need

use

borrow

S: How much carbon paper are you going to order?

How much carbon paper are you going to need?

How much carbon paper are you going to use?

How much carbon paper are you going to borrow?

(i)

T: Aren't you going to take the call?
transfer

make

place

S: Aren't you going to take the call?
Aren't you going to transfer the call?

Aren't you going to make the call?

Aren't you going to place the call?

(j)

T: When is the messenger going to arrive?

come

leave

stop by

S: When is the messenger going to arrive?

When is the messenger going to come?

When is the messenger going to leave?

When is the messenger going to stop by?

(k)

T: Chau is preparing a bulk mailing.
She's going to fold the flyers.

staple

address

sort

bundle

S: She's going to fold the flyers.

She's going to staple the flyers.

She's going to address the flyers.

She's going to sort the flyers.

She's going to bundle the flyers.

(l)

T: We're running out of supplies.
I'm going to take an inventory.

fill out an order

blank

go to the supply

store

call the supply

company

S: I'm going to take an inventory.

I'm going to fill out an order blank.

I'm going to go to the supply store.

I'm going to call the supply company.

8. Cued Answer Drill

Ask the question and provide the cue. Have students give an affirmative answer using the cue.

Use the cue your teacher provides and answer the question with, "Yes, ..."

T: Are you going to make a file copy?
always

S: Yes, I always do.

Does the supply cabinet need
cleaning?

usually

Yes, it usually does.

Is the copying machine broken?
often

Yes, it often is.

Do you type a lot of letters?
always

Yes, I always do.

Does she do a lot of typing?
frequently

Yes, she frequently does.

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9. Transformation Drills.

Have students change your question to one using "going to."

Change your teacher's question, and use "going to".

(a)

T: Will you be on time today?
Will you change your reservation?

Will you carry the heavy things?

Will you need the zip code directory?

S: Are you going to be on time today?
Are you going to change your reservation?
Are you going to carry the heavy things?
Are you going to need the zip code directory?

(b)

T: Will we need the Stephens file?

Will we put them in alphabetical order?
Will we fold and staple them?
Will we need the mailing list?
Will we use the mailing labels?

S: Are we going to need the Stephens file?
Are we going to put them in alphabetical order?
Are we going to fold and staple them?
Are we going to need the mailing list?
Are we going to use the mailing labels?

10. Cued Question and Answer Drill.

Provide the first cue and have first student ask, "Did you...?"
Provide the second cue and have student say, "No, but I'm going to..."

Use the first cue your teacher provides, and ask, "Did you...?"
Then use the second cue your teacher provides and answer, "No, but I'm going to..."

T: finish the bulk mailing today

sort the morning mail right now

take the messages to Mrs. DeWitt this afternoon

order the carbon paper tomorrow

take inventory next week

type the minutes of the meeting this morning

charge out the file now

make the reservations today

S₁: Did you finish the bulk mailing?
S₂: No, but I'm going to today.

S₁: Did you sort the morning mail?
S₂: No, but I'm going to right now.

S₁: Did you take the messages to Mrs. DeWitt?
S₂: No, but I'm going to this afternoon.

S₁: Did you order the carbon paper?
S₂: No, but I'm going to tomorrow.

S₁: Did you take inventory?
S₂: No, but I'm going to next week.

S₁: Did you type the minutes of the meeting?
S₂: No, but I'm going to this morning.

S₁: Did you charge out the file?
S₂: No, but I'm going to now.

S₁: Did you make the reservations?
S₂: No, but I'm going to today.

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11. Cued Question and Answer Drill.

Provide the first cue. Have first student ask, "Did you...?" Have second student answer, "No, but I'm going to." Then have first student ask, "When?" Provide second cue, and have second student repeat it.

Use the first cue your teacher provides and ask, "Did you...?" Answer with, "No, but I'm going to." Then ask, "When?" Repeat the answer your teacher provides.

T: look up the zip codes

S₁: Did you look up the zip codes?

S₂: No, but I'm going to.

S₁: When?

S₂: This afternoon.

this afternoon

proofread the letter

S₁: Did you proofread the letter?

S₂: No, but I'm going to.

S₁: When?

S₂: Right now.

right now

fill the ditto machine

S₁: Did you fill the ditto machine?

S₂: No, but I'm going to.

S₁: When?

S₂: This morning.

this morning

correct the stencil

S₁: Did you correct the stencil?

S₂: No, but I'm going to.

S₁: When?

S₂: Before lunch.

before lunch

update the rolodex

S₁: Did you update the rolodex?

S₂: No, but I'm going to.

S₁: When?

S₂: Tomorrow.

tomorrow

12. Cued Question and Answer Drill.

Provide the first cue, and have first student ask, "Are we going to need some...?" Second student will answer, "Yes, we are." First student will then ask, "How many/How much are we going to need?" Provide the second cue, and have second student repeat it.

Use the first cue your teacher provides, and ask, "Are we going to need some...?" Answer with, "Yes, we are." Then ask, "How many/How much are we going to need?" Repeat the answer your teacher provides.

T: legal pads

S₁: Are we going to need some legal pads?

S₂: Yes, we are.

S₁: How many are we going to need?

S₂: About a dozen.

about a dozen

T: file copies

only one

correction tape

several rolls

telephone directories

two

duplicating fluid

two or three cans

felt tip pens

several boxes.

S₁: Are we going to need some file copies?

S₂: Yes, we are.

S₂: How many are we going to need?

S₁: Only one.

S₁: Are we going to need some correction tape?

S₂: Yes, we are.

S₂: How much are we going to need?

S₁: Several rolls.

S₁: Are we going to need some telephone directories?

S₂: Yes, we are.

S₂: How many are we going to need?

S₁: Two.

S₁: Are we going to need some duplicating fluid?

S₂: Yes, we are.

S₂: How much are we going to need?

S₁: Two or three cans.

S₁: Are we going to need some felt tip pens?

S₂: Yes, we are.

S₂: How many are we going to need?

S₁: Several boxes.

13. Question and Answer Confirmation Drill.

Write the following Wh-words on the board. Have first student repeat the sentence you provide. Then have second student ask with the correct Wh-word. First student will then repeat the information given in first sentence.

Repeat the sentence after your teacher. Then ask a question using the correct Wh-word. Answer by repeating the information you gave in the first sentence.

Where? When? How many?

How much? How long?

T: We're going to need these in room 506.

S₁: We're going to need these in room 506.

S₂: Where?

S₁: In room 506.

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T: We're going to order these next week.

S₁: We're going to order these next week.

S₂: When?

S₁: Next week.

We're going to need 50 of these.

S₁: We're going to need 50 of these.

S₂: How many?

S₁: Fifty.

We're going to need several bottles of this.

S₁: We're going to need several bottles of this.

S₂: How much?

S₁: Several bottles.

We're going to need 100 of these.

S₁: We're going to need 100 of these.

S₂: How many?

S₁: One hundred. (or A hundred.)

We're going to need a lot of this.

S₁: We're going to need a lot of this.

S₂: How much?

S₁: A lot.

We're going to need these by 5.

S₁: We're going to need these by 5.

S₂: When? (or By when?)

S₁: Five. (or By 5.)

We're going to need these all day.

S₁: We're going to need these all day.

S₂: How long?

S₁: All day.

14. Short Dialogue.

Memorize the following dialogue.

Chau: This telephone never stops ringing. What are we going to do?

Maryann: Sometimes it's like that here. It's hard to do any work.

Chau: I know. How am I going to finish sorting these cards?

Maryann: Don't worry. We can always do it tomorrow. We're not going to use them right away.

Chau: That's good.

15. Chain Drill.

Either write the following on the board or have students refer to the textbook. Ask the first question, and have first student answer. Then have him/her ask the second student the question you asked, etc.

sort the mail
stick the addresses on
order supplies
take inventory
update the rolodex
type stencils
practice shorthand
clean the files
clean the typewriters
type an invoice

T: What are you going to do today?

Answer your teacher's question using one of the following cues, "I'm going to..." Then ask the question, "What are you going to do today?" Provide an answer using one of the cues. Ask the same question and answer.

mail the flyers
go to the Post Office
take a typing test
prepare a questionnaire
type a quarterly report
answer the phones
make airline reservations
type some memos
prepare a travel voucher
work on the budget

S₁: I'm going to _____.
What are you going to do today?

S₂: I'm going to _____.
What are you going to do today?

S₃: I'm going to _____.
What are you going to do today?

S₄: I'm going to _____.
What are you going to do today?

etc.

16. Cued Chain Drill.

Provide the cues, and have first student say, "I'm not going to..., but I'm going to..." Then have second student use the second half of first student's statement as the negative, and the cue you provide as the affirmative part of the sentence, etc.

T: clean the files
type memos

Use the cues your teacher provides, and say, "I'm not going to..., but I'm going to..."

S₁: I'm not going to clean the files,
but I am going to type memos.

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T: prepare a travel voucher

make airline reservations

schedule some meetings

prepare a questionnaire

mail the flyers

go to the Post Office

S₂: I'm not going to type memos,
but I am going to prepare a travel
voucher.

S₃: I'm not going to prepare a travel
voucher, but I am going to make
airline reservations.

S₄: I'm not going to make airline
reservations, but I am going to
schedule some meetings.

S₅: I'm not going to schedule some
meetings, but I am going to prepare
a questionnaire.

S₆: I'm not going to prepare a questionnaire,
but I am going to mail the flyers.

S₇: I'm not going to mail the flyers,
but I am going to go to the Post Office.

17. Short Dialogue.

Memorize the following dialogue.

Printer: Hello, Feldman Printers.

Chau: This is Chau at National Office Machines. I'm calling
about our monthly flyer.

Printer: Oh, yes. Your order is on my desk. Will that be the
usual three thousand?

Chau: We're going to need more this time. Can you make 3500?
We'll need them by the end of next week.

Printer: Fine. I'll send them by special messenger next
Thursday.

Chau: Thanks.

18. Role Playing Activity.

- I. Maryann tells Chau how to prepare a bulk mailing.
- II. Chau explains the difference between alphabetical and zip code orders to her roommate, Dora.
- III. Chau orders this month's flyer from the printer.

19. Homework/Seatwork.

Put the following addresses
in zip code order.

Joseph J. Key and Co.
5721 Main Street
San Pedro, California 94401

Adamson Distributing Co.
3506 Kensington Road
Decatur, Georgia 30032

Robertson Bros. Inc.
3800 Prospect Road
Ann Arbor, Michigan 48105

Harvest Office Machines
8988 Grand Avenue
Cleveland, Ohio 44104

Williamson Paper Supply
907 Pontiac Avenue
Providence, Rhode Island 02920

Southern Pencil Company
1300 North Madison Street
Dallas, Texas 75203

Kingston Office Services
4700 Sterrett
Houston, Texas 77020

Now put the above in alphabetical
order.

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20. Homework/Seatwork.

The following letter has 10⁴ typographical errors. Proof-read it. Then write a corrected letter on the next page.

Harvest House Office Suply
786 Newton Street
Newark, new Jersey 07103

October 13, 1977

Jane DeWit, Director
Mraketing Division
National Office machines
46370 Market Street
Garden City, New York 11530

Dear Mrs. DeWitt:

We receivde your rush order for five reams of letterhead. We are going to send it out by the end of next weke. Usually we chrg extra for rush orders. However, you are such a good customer, we are going to charge you the usual price.

Thank you for the order. Please contact me Personally for any further service.

Sincerely yours:

Jill Padrewski
Customer Services

JP/fr

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20. Homework/Seatwork.

Corrections

Supply	DeWitt	Machines	week
New	Marketing	received	charge
personally	yours,		

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21.(a) Reading Passage.

Using Office Machines

Most offices have a variety of copying machines. Photocopiers can quickly produce good, clean copies. However, the copies are expensive. You are probably going to use the photocopier only for a few copies.

For many copies, you are going to need a duplicating machine, either a ditto or a mimeograph. Both of these machines require a special kind of paper: either a spirit master or a stencil. You can run off lots of copies from a master on these machines. They're cheap, and for office mail, they're fine. However, for outside correspondence, you'll usually make a photocopy.

Offices frequently have other machines as well. Your boss can dictate a letter on the dictating machine. Then you can transcribe it using the transcribing machine. For a long report, you're going to want a collator to keep all the pages in order. For the day's mail, you're probably going to use the postage meter. With a lot of mail, you'll want an addressograph machine and maybe an automatic typewriter.

Accounting offices, especially, have calculators and ten-key adding machines. Payroll offices are going to need key punch machines and other data processing equipment.

Don't worry. You aren't going to use all of these machines right away. You'll learn to use them gradually. Besides, you can type, and the electric typewriter is still the most important machine in the office.

21.(b) Comprehension Questions.

1. How many copies will you usually make with a photocopier?
2. Are you going to need a special kind of paper with a duplicating machine?
3. What machines are you going to need for handling mail?
4. What offices have calculators and ten-key adding machines?
5. What is the most important machine in the office?
6. Will you need to use all the machines right away?

VOCABULARY

Nouns

address(es)
addressograph machine
alphabetical order
automatic typewriter
brochure(s)
budget
bulk
card(s)
cleaning
collator
computer
consumer(s)
data processing equipment
ditto machine
electric typewriter
extra copies
form letter(s)
flyers
key punch machine
mailing list
mimeograph
minutes (of a meeting)
printer
questionnaire(s)
rolodex
rush order
spirit master
stencil
supply
variety
zip code

Descriptive Words

a little
a lot
alphabetically
always
any
besides
cheap
corrected
enough
ever
expensive
few
frequently
gradually
however
long
many
monthly
never
numerically
occasionally
often
other times
personally
rarely
seldom
sometime
special
stapled
still
usually

(Descriptive Words)

set the margins
sincerely yours
sort by zip code
take a break
That's good.
the day's mail
(2½ cents) per flyer
(We're) changing over.
work overtime
zip code order

Verbs

bundle
correct
fold
look up
proofread
respond
run off
save
staple
stick on
stop by
update

Expressions

a few days ago
a slow season
be in order
clear the tabs
Don't worry.
give a discount
go on vacation
handling mail
It never stops ringing.
It varies.
It's going to be a long day.
send by special messenger



		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

UNIT TEN

OBJECTIVES FOR THE TEACHER:

Listening Comprehension

Student will be able to comprehend and answer simple questions about the conversation.

Speaking

Student will be able to:

1. Give an appropriate response when:
 - a. asked about what he/she can do to advance in his/her clerical career.
 - b. asked about planning ahead.
2. Recite a short dialogue with another student.
3. Ask questions to elicit the above information.

Reading and Writing

Student will be able to:

1. Identify common abbreviations.
2. Read a passage and answer comprehension questions for homework/seatwork.
3. Complete a short writing assignment for homework/seatwork.

OBJECTIVES FOR THE STUDENT:

In this lesson you will:

1. Listen to and understand the conversation.
2. Learn about advancing in your clerical career.
3. Learn about planning ahead.
4. Memorize a short dialogue.
5. Have a short conversation with another student.
6. Read a short selection and answer questions.
7. Do a short writing assignment.

INSTRUCTIONAL AIDS:

Illustration for Unit Ten (p. 2).

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CONVERSATION

To the Teacher: The following conversation is for listening comprehension, and is intended to introduce the student to a) tag questions, and b) simple conditional sentences with if. The conversation is not for memorization. Follow the same presentation as outlined in Units 1-3.

* * * * *

To the Student: Listen to the following conversation. Do not memorize it.

1. Follow along in your book as your teacher reads the conversation.
2. Close your book as your teacher reads the conversation again.
3. Open your book. Your teacher will explain words and sentences you do not understand.
4. Close your book. Listen to the conversation again.
5. Answer the questions your teacher asks. Give short answers.

Situation: Mrs. DeWitt is giving Chau her three-month evaluation.

Mrs. DeWitt: Chau, we're happy with your work. You learn quickly and take initiative, and if you don't understand a procedure, you ask questions. I like that. It's easy to work with people like you. How do you like it here?

Chau: I like it very much. I enjoy the variety of jobs and the people. Everyone has been very helpful.

Mrs. DeWitt: Let's talk about your future in this office. You're a good typist. However, if you want to advance, you're going to need more training.

Chau: I know. I looked into the courses at Gleason Business College last week, but I don't know what courses to take. There are so many.

Mrs. DeWitt: If you can take shorthand or use a dictating machine, you can become a secretary. Or if you learn to manage the work flow, you can move into a management position.

Chau: I want this kind of training, but it's expensive, isn't it?

Mrs. DeWitt: Not necessarily. The research and development division here at National Office Machines offers free training courses to our employees. They do that to test new equipment and to train new instructors. But, it's a wonderful opportunity for you to learn new skills, don't you think? If you're interested, talk to Mr. Wentworth's secretary.

Chau: I will. Which courses to you recommend?

Mrs. DeWitt: As you know, we're planning an expansion in January. I want to promote Maryann to administrative assistant. There'll be an opening for her job as secretary. That gives you six months to prepare. That sounds attractive, doesn't it?

Chau: It certainly does. I'll call Mr. Wentworth's office this afternoon. If I can, I'll enroll in the next shorthand course.

The following exercises drill tag questions:

He is They were	late ready	isn't he? weren't they?
You aren't The work wasn't	busy hard	are you? was it?
They want She knows	training shorthand	don't they? doesn't she?
They don't work She doesn't want	late any errors	do they? does she?
They can't arrive I can use	by 5:00 the machine	can they? can't I?

1. Repetition Drill

Repeat the following sentences after your teacher.

It's expensive, isn't it?
She's happy here, isn't she?
You like it here, don't you?
You want to advance, don't you?

You aren't bored, are you?
 They don't need to wait, do they?
 They weren't late, were they?
 She can't be here, can she?

2. Substitution Drills

Repeat the first sentence
 after your teacher. Then make
 a sentence using the cues provided.

(a)

T: You can type, can't you?
 take shorthand
 take dictation
 use a calculator

S: You can type, can't you?
 You can take shorthand, can't you?
 You can take dictation, can't you?
 You can use a calculator, can't
 you?

(b)

T: They're taking some classes,
 aren't they?
 learning shorthand
 studying English
 practicing filing

S: They're taking some classes,
 aren't they?
 They're learning shorthand,
 aren't they?
 They're studying English,
 aren't they?
 They're practicing filing,
 aren't they?

(c)

T: You like your job, don't you?
 your office
 your boss
 your work

S: You like your job, don't you?
 You like your office, don't you?
 You like your boss, don't you?
 You like your work, don't you?

(d)

T: She wasn't unhappy, was she?
 tired
 busy
 sick

S: She wasn't unhappy, was she?
 She wasn't tired, was she?
 She wasn't busy, was she?
 She wasn't sick, was she?

(e)

T: The work is interesting, isn't it?
 The class
 The office
 The training

S: The work is interesting, isn't it?
 The class is interesting, isn't
 it?
 The office is interesting, isn't
 it?
 The training is interesting,
 isn't it?

(f)

T: That sounds attractive, doesn't it?

interesting

challenging

difficult

good

S: That sounds attractive, doesn't it?

That sounds interesting, doesn't it?

That sounds challenging, doesn't it?

That sounds difficult, doesn't it?

That sounds good, doesn't it?

(g)

T: It's expensive, isn't it?
difficult
ready
important

S: It's expensive, isn't it?

It's difficult, isn't it?

It's ready, isn't it?

It's important, isn't it?

(h)

T: He'll be late, won't he?
on time
ready
early

S: He'll be late, won't he?

He'll be on time, won't he?

He'll be ready, won't he?

He'll be early, won't he?

(i)

T: They won't need a copy, will they?

She

You

I

We

S: They won't need a copy, will they?

She won't need a copy, will she?

You won't need a copy, will you?

I won't need a copy, will I?

We won't need a copy, will we?

(j)

T: They don't need to be early, do they?

The employees

You

He

Chau

I

S: They don't need to be early, do they?

The employees don't need to be early, do they?

You don't need to be early, do you?

He doesn't need to be early, does he?

Chau doesn't need to be early, does she?

I don't need to be early, do I?

3. Multiple Substitution Drill

T: The company will offer some courses, won't they?

some training

pay for

the training division

provide a shorthand course

instructors will teach

a data processing course

She

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

S: The company will offer some courses, won't they?
The company will offer some training, won't they?
The company will pay for some training, won't they?
The training division will pay for some training, won't they?
The training division will provide a shorthand course, won't they?
The instructors will teach a shorthand course, won't they?
The instructors will teach a data processing course, won't they?
She will teach a data processing course, won't she?

4. Cued Question and Answer Drill
Provide the first cue, and have first student ask, "You want to be ..., don't you?" Second student will answer, "Yes, I do. What am I going to need?" Provide the second cue, and have first student respond, "You'll need"

T: an administrative assistant

an office procedures class

a stenographer

a shorthand class

an accounting clerk

an accounting class

Use the first cue your teacher provides and ask, "You want to be ..., don't you?" Answer with, "Yes, I do. What am I going to need?" Now use the second cue your teacher provides, and respond with, "You'll need"

S₁: You want to be an administrative assistant, don't you?
S₂: Yes, I do. What am I going to need?
S₁: You'll need an office procedures class.

S₁: You want to be a stenographer, don't you?
S₂: Yes, I do. What am I going to need?
S₁: You'll need a shorthand class.

S₁: You want to be an accounting clerk, don't you?
S₂: Yes, I do. What am I going to need?
S₁: You'll need an accounting class.

T: a media clerk

an audio-visual class

a clerk-typist

a typing class

S₁: You want to be a media clerk,
don't you?

S₂: Yes, I do. What am I going to need?

S₁: You'll need an audio-visual class.

S₁: You want to be a clerk-typist,
don't you?

S₂: Yes, I do. What am I going to need?

S₁: You'll need a typing class.

5. Cued Response/Question and Answer Drill

Write the following cues on the board. Then provide the cue from the left-hand column and have first student say, "I want to enroll in" Have second student ask, "You want ..., don't you?" Using one of the cues from the board, have first student respond, "Yes, I do."

Your teacher will write the following list on the board. He/She will provide another cue. Use the cue and say, "I want to enroll in" Respond, using one of the expressions from the blackboard, "You want ..., don't you? Answer with, "Yes, I do."

a night class

a day class

a beginning class

an intermediate class

an advanced class

a morning class

an afternoon class

an evening class

T: shorthand class

accounting class

key punch class

office procedures class

S₁: I want to enroll in a shorthand
class.

S₂: You want _____, don't you?

S₁: Yes, I do.

S₁: I want to enroll in an accounting
class.

S₂: You want _____, don't you?

S₁: Yes, I do.

S₁: I want to enroll in a key punch
class.

S₂: You want _____, don't you?

S₁: Yes, I do.

S₁: I want to enroll in an office
procedures class.

S₂: You want _____, don't you?

S₁: Yes, I do.

T: English class

S₁: I want to enroll in an English class.

S₂: You want _____, don't you?

S₁: Yes, I do.

6. Transformation Drill

Have students transform the sentences you say to tag questions.

Change the sentence your teacher provides to a tag question.

(a)

T: I want to get ahead.
I want to take some courses.

I want to learn new skills.

I want to try new jobs.

I want to get more responsibility.

S: You want to get ahead, don't you?
You want to take some courses, don't you?

You want to learn new skills, don't you?

You want to try new jobs, don't you?

You want to get more responsibility, don't you?

(b)

T: The job will be interesting.
The position will be available.
The work will be varied.
The class will be open.
The training will be useful.

S: The job will be interesting, won't it?
The position will be available, won't it?
The work will be varied, won't it?
The class will be open, won't it?
The training will be useful, won't it?

The following exercises drill the conditional with if.

If you work hard, If you enroll in a class, If she calls, If you're late,	you can get a raise. the company will pay for it. take a message. you're going to miss her.
--	--

7. Repetition Drill

Repeat the following sentences
after your teacher.

If you want to advance, you're going to need more training.
If you can take shorthand, you can become a secretary.
If you're interested, talk to Mr. Wentworth's secretary.
If I can, I'll enroll in the next shorthand course.
If you learn to manage the work flow, you can move into
a management position.

8. Substitution Drills

Repeat the first sentence after
your teacher. Then make a sentence
using the cues provided.

(a)

T: If you can take shorthand, you
can become a secretary.

take dictation

use a transcribing
machine

manage the work flow

type fast

proofread accurately

keep the boss's calendar

use the office machines

get more training

S: If you can take shorthand, you
can become a secretary.

If you can take dictation, you
can become a secretary.

If you can use a transcribing
machine, you can become a
secretary.

If you can manage the work flow,
you can become a secretary.

If you can type fast, you can
become a secretary.

If you can proofread accurately,
you can become a secretary.

If you can keep the boss's cal-
endar, you can become a sec-
retary.

If you can use the office machines,
you can become a secretary.

If you can get more training, you
can become a secretary.

(b)

T: If I can, I'll take the shorthand
course.

enroll in a busi-
ness school

take a night class

acquire more training

S: If I can, I'll take the shorthand
course.

If I can, I'll enroll in a business
school.

If I can, I'll take a night class.

If I can, I'll acquire more training.

(c)

T: If I learn key punch, I'll have
more opportunities.

you/enroll in college

she/takes business courses

they/study more English

he/learns shorthand

S: If I learn key punch, I'll have
more opportunities.

If you enroll in college, you'll
have more opportunities.

If she takes business courses,
she'll have more opportunities.

If they study more English, they'll
have more opportunities.

If he learns shorthand, he'll have
more opportunities.

(d)

T: If you want to advance, you need
to take more classes.

learn new skills

try new jobs

take more responsibility

study more English

S: If you want to advance, you need
to take more classes.

If you want to advance, you need
to learn new skills.

If you want to advance, you need
to try new jobs.

If you want to advance, you need
to take more responsibility.

If you want to advance, you need
to study more English.

(e)

T: If you like keeping accounts,
you can become an accounting
clerk.

keeping records/a records
clerk

taking reservations/a
reservations clerk

operating machines/a
technician

typing figures/a statistical
typist

S: If you like keeping accounts, you
can become an accounting clerk.

If you like keeping records, you
can become a records clerk.

If you like taking reservations,
you can become a reservations
clerk.

If you like operating machines,
you can become a technician.

If you like typing figures, you
can become a statistical typist.

(f)
T: If you enjoy a variety of jobs,
you'll like being an office
manager.

filing and typing/a clerk

taking dictation/a secretary

keeping records/an accounting
clerk

S: If you enjoy a variety of jobs,
you'll like being an office
manager.

If you enjoy filing and typing,
you'll like being a clerk.

If you enjoy taking dictation,
you'll like being a secretary.

If you enjoy keeping records,
you'll like being an account-
ing clerk.

9. Question and Answer Drill
Have first student give the
statement. Then provide the cue
and have second student ask, "Will
they pay for ...?" First student
will answer, "I'm sure they will."

Say the sentence, "If you want
more education, the company will
pay the cost." Then use the cue
your teacher provides and ask,
"Will they pay for ...?" Answer
with, "I'm sure they will."

T:
shorthand

data processing

English

general business courses

S₁: If you want more education, the
company will pay the cost.

S₂: Will they pay for shorthand?

S₁: I'm sure they will.

S₁: If you want more education, the
company will pay the cost.

S₂: Will they pay for data processing?

S₁: I'm sure they will.

S₁: If you want more education, the
company will pay the cost.

S₂: Will they pay for English?

S₁: I'm sure they will.

S₁: If you want more education, the
company will pay the cost.

S₂: Will they pay for general busi-
ness courses?

S₁: I'm sure they will.

CLERICAL (10) 11

10. Cued Question and Answer Drill

Have first student give the statement. Then provide the first cue, and have second student ask, "Where can I get ...?" Provide the second cue, and have first student answer, "Ask the"

Say the sentence, "If you want to get ahead, you'll need more training." Then use the first cue your teacher provides and ask, "Where can I get ...?" Use the second cue your teacher provides, and answer, "Ask the"

T:

an accounting course
personnel manager

shorthand
job counselor

more English
English teacher

processing
business school

S₁: If you want to get ahead, you'll need more training.

S₂: Where can I get an accounting course?

S₁: Ask the personnel manager.

S₁: If you want to get ahead, you'll need more training.

S₂: Where can I get shorthand?

S₁: Ask the job counselor.

S₁: If you want to get ahead, you'll need more training.

S₂: Where can I get more English?

S₁: Ask the English teacher.

S₁: If you want to get ahead, you'll need more training.

S₂: Where can I get data processing?

S₁: Ask the business school.

11. Cued Response Drill

(a) Provide the cue and have student say, "If you don't ..., ask the person to repeat it/them."

Use the cue your teacher provides, and say the sentence, "If you don't ..., ask the person to repeat it/them."

T: understand the directions

S: If you don't understand the directions, ask the person to repeat them.

hear the request

If you don't hear the request, ask the person to repeat it.

get the name

If you don't get the name, ask the person to repeat it.

understand the message

If you don't understand the message, ask the person to repeat it.

(b) Provide the cue, and have student say, "If you ..., you'll get ahead."

Use the cue your teacher provides, and say the sentence, "If you ..., you'll get ahead."

T: have initiative

S: If you have initiative, you'll get ahead.

ask questions

If you ask questions, you'll get ahead.

like the work

If you like the work, you'll get ahead.

acquire new skills

If you acquire new skills, you'll get ahead.

get more training

If you get more training, you'll get ahead.

take responsibility

If you take responsibility, you'll get ahead.

12. Short Dialogue

Memorize the following dialogue.

Dora: You really like your new job, don't you?

Chau: Yes, I do, but if I want to get ahead, I'll need more training.

Dora: That's no problem, is it? Doesn't the office pay for training?

Chau: Yes, they do. They even offer courses at work.

Dora: That's great. If you take them there, you won't need to commute to another school.

13. Role Playing Activity

Have a short conversation with another student about the following situations. One example is provided.

I. Choose a career. Your friend will tell you what courses or training you'll need.

Example: S₁: Secretary

S₂: If you want to be a secretary, you'll need typing, shorthand, and office procedures.

II. Mrs. DeWitt asks Chau about her plans for the future.

III. Chau tells Dora about the different kinds of training she can take.

14. Transformation Drill

(a) Give the sentence, and have student transform it into, "If you can't ..., why don't you try again?"

Change the sentence your teacher says to, "If you can't ..., why don't you try again?"

T: I can't reach the number.
I can't get a dial tone.
I can't get a free line.
I can't get the operator.

S: If you can't reach the number, why don't you try again?
If you can't get a dial tone, why don't you try again?
If you can't get a free line, why don't you try again?
If you can't get the operator, why don't you try again?

(b) Now have student transform the sentence to, "If the ..., why don't you ask her?"

Now change the sentence your teacher says to, "If the ..., why don't you ask her?"

T: The secretary is very nice.
The boss is very helpful.
The administrative aide is very pleasant.
The mail clerk is very efficient.
The typist is very good.

S: If the secretary is very nice, why don't you ask her?
If the boss is very helpful, why don't you ask her?
If the administrative aide is very pleasant, why don't you ask her?
If the mail clerk is very efficient, why don't you ask her?
If the typist is very good, why don't you ask her?

15. Review: Why + negative past Transformation Drill

Why didn't	he come here?
Why didn't	you try again?

(a)
Have students change the sentences to, "If the ... was ..., why didn't you take it?"

Change the sentence your teacher says to, "If the ... was ..., why didn't you take it?"

T: The job was interesting.
The training was free.
The course was required.

S: If the job was interesting, why didn't you take it?
If the training was free, why didn't you take it?
If the course was required, why didn't you take it?

T: The typing test was easy.

S: If the typing test was easy,
why didn't you take it?

(b) Have students change
the sentences to, "If you
..., why didn't you ask me?"

Change the sentence to, "If you ...,
why didn't you ask me?"

T: I needed help.

S: If you needed help, why didn't
you ask me?

I needed some letterhead.

If you needed some letterhead,
why didn't you ask me?

I needed to use the copier.

If you needed to use the copier,
why didn't you ask me?

I needed the zip code directory.

If you needed the zip code direc-
tory, why didn't you ask me?

ZIP CODE ABBREVIATIONS AND TRADITIONAL ABBREVIATIONS

	Zip Code Abbreviations	Traditional Abbreviations
Alabama	AL	Ala.
Alaska	AK	Alas.
Arizona	AZ	Ariz.
Arkansas	AR	Ark.
California	CA	Cal., Calif.
Canal Zone	CZ	
Colorado	CO	Colo.
Connecticut	CT	Conn.
Delaware	DE	Del.
District of Columbia	DC	
Florida	FL	Fla.
Georgia	GA	
Guam	GU	
Hawaii	HI	
Idaho	ID	Ida.
Illinois	IL	Ill.
Indiana	IN	Ind.
Iowa	IA	
Kansas	KS	Kan.
Kentucky	KY	
Louisiana	LA	
Maine	ME	
Maryland	MD	
Massachusetts	MA	Mass.
Michigan	MI	Mich.
Minnesota	MN	Minn.
Mississippi	MS	Miss.
Missouri	MO	

	Zip Code Abbreviations	Traditional Abbreviations
Montana	MT	Mont.
Nebraska	NE	Neb.
Nevada	NV	Nev.
New Hampshire	NH	N. Hamp.
New Jersey	NJ	
New Mexico	NM	N. Mex.
New York	NY	
North Carolina	NC	
North Dakota	ND	N. Dak.
Ohio	OH	O.
Oklahoma	OK	Okla.
Oregon	OR	Ore., Oreg.
Pennsylvania	PA	Penna.
Puerto Rico	PR	
Rhode Island	RI	
South Carolina	SC	
South Dakota	SD	S. Dak.
Tennessee	TN	Tenn.
Texas	TX	Tex.
Utah	UT	
Vermont	VT	
Virginia	VA	
Virgin Islands	VI	
Washington	WA	Wash.
West Virginia	WV	W. Va.
Wisconsin	WI	Wis., Wisc.
Wyoming	WY	Wyo.

15. Cued Response Drill

Give the full name of the state, and have first student ask, "What's the abbreviation for ...?" Second student gives the letters, "It's ..., isn't it?" Then have first student say, "That's right! What was it before?" Have second student give an answer. They may refer to the list.

Use the cue your teacher provides, and ask, "What's the abbreviation for ...?" Respond with the correct answer, "It's ..., isn't it?" Then say, "That's right! What was it before?" Give an answer. You may refer to the above list if you need to.

T: Mississippi

S₁: What's the abbreviation for Mississippi?

S₂: It's MS, isn't it?

S₁: That's right! What was it before?

S₂: It was Miss.

California

S₁: What's the abbreviation for California?

S₂: It's CA, isn't it?

S₁: That's right! What was it before?

S₂: It was Cal. or Calif.

T: Massachusetts

Illinois

Students can pair up and proceed with the drill, choosing states from the above list.

S₁: What's the abbreviation for Massachusetts?

S₂: It's MA, isn't it?

S₁: That's right! What was it before?

S₂: It was Mass.

S₁: What's the abbreviation for Illinois?

S₂: It's IL, isn't it?

S₁: That's right! What was it before?

S₂: It was Ill.

Pair up with another student, and continue the drill. Use the list.

16. Homework/Seatwork

Match the following abbreviations in Column 1 with the states listed on pages 16-17. Then alphabetize them.

Column 1

Column 2

Column 3: Alphabetical Order

Wis.

NJ

Okla.

TX

AL

Ore.

W. Va.

NC

SC

OH

ID

Minn.

MO

Tenn.

Mont.

17. Question and Answer Drill

Use the following list, and have students ask each other questions about them. Two examples are provided. Additional examples may be used from the Airlines Guide in Unit VII and the Help Wanted Ads in Unit II.

Use the following list to ask questions about abbreviations. Two examples are provided.

Examples:

1. S₁: What's the abbreviation for Street?
S₂: It's St., isn't it?
S₁: You're right!
2. S₁: What's St. an abbreviation for?
S₂: It's an abbreviation for Street, isn't it?
S₁: You're right!

Mon. - Monday
Sat. - Saturday
Sun. - Sunday
info. - information
ofc. - office
Ave. - Avenue
Blvd. - Boulevard
asst. - assistant
wpm - words per minute
beg. - beginning

pd. - paid
w/ - with
hr. - hour
pkg. - parking
yr. - year
mo. - month
wk. - week
secy. - secretary
org. - organization
ref. - reference

18. (a) Reading Passage

TRAINING AND ADVANCEMENT

As an employee, you can improve your skills and become a real asset to your employer. You can take general college courses, leading to a degree, or special business courses like shorthand or data processing. Large corporations and government offices also offer training by their own staffs. Office machine companies offer free training on their equipment. Companies often encourage this additional training or education. You can usually take time off from work to participate in approved courses. Many employers will even pay your salary while you are in class.

Where do you find out about training opportunities? You can talk to the Personnel department. Someone there can tell you about available courses and help you with arrangements. You can also call the local business colleges and private and public universities. They will send you a catalogue and a schedule of dates and times for the classes. The local newspaper lists courses, and radio stations announce class openings.

The Personnel department can also guide you in your selection of classes. They know upcoming job vacancies and can direct you toward the right preparation. Perhaps you are a general clerk; you can type 60 words per minute, you can file and run a calculator, but you can't take shorthand. A secretarial job will be available in a few months. If you can learn shorthand, you can be ready for the job.

You need to consider your interests in any future job. If you like medicine, you can apply for a job as a medical secretary. If you are interested in conservation, you can apply to agencies or businesses dealing with the outdoors. Try to get a job in an interesting field. Maybe you can advance to a more challenging and responsible position.

(b) Comprehension Questions

1. Will your employer usually pay for your training?
2. Where can you find out about training opportunities?
3. If you want to advance, are you going to need more training?
4. What kind of training will you need to be a secretary?

VOCABULARY

Nouns

abbreviation
administrative
agencies
arrangement(s)
asset
assistant
audio-visual class
avenue
boulevard
business school
calculator
career
catalogue
conservation
course(s)
date
day class
dictating machine
equipment
error
evaluation
expansion
field
figures
future
general college courses
initiative
instructors
interests
management
media clerk
medical secretary
medicine
night class
office procedure(s)
opening(s)
opportunity
plans
position
preparation
procedure
radio station
raise
records clerk
reference
research and development (R&D)
reservations clerk

(Nouns)

schedule
skills
someone
statistical typist
technician
time
training
vacancies
work flow

Verbs

acquire
apply
consider
direct
enroll
guide
improve
list
miss
offer
practice
prepare
promote
recommend
try

Descriptive Words

accurately
advanced
approved
attractive
available
beginning
busy
challenging
efficient
expensive

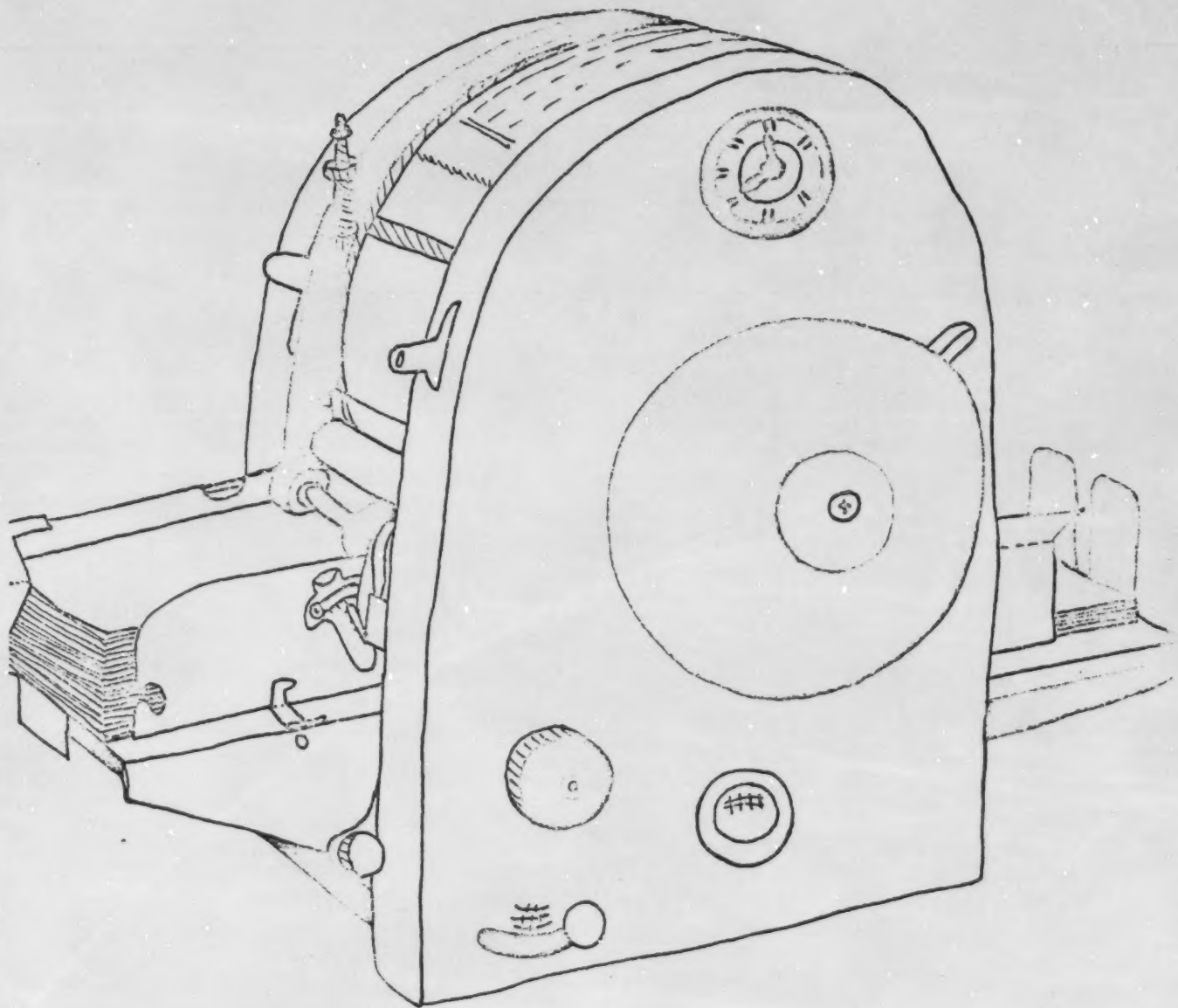
(Descriptive Words)

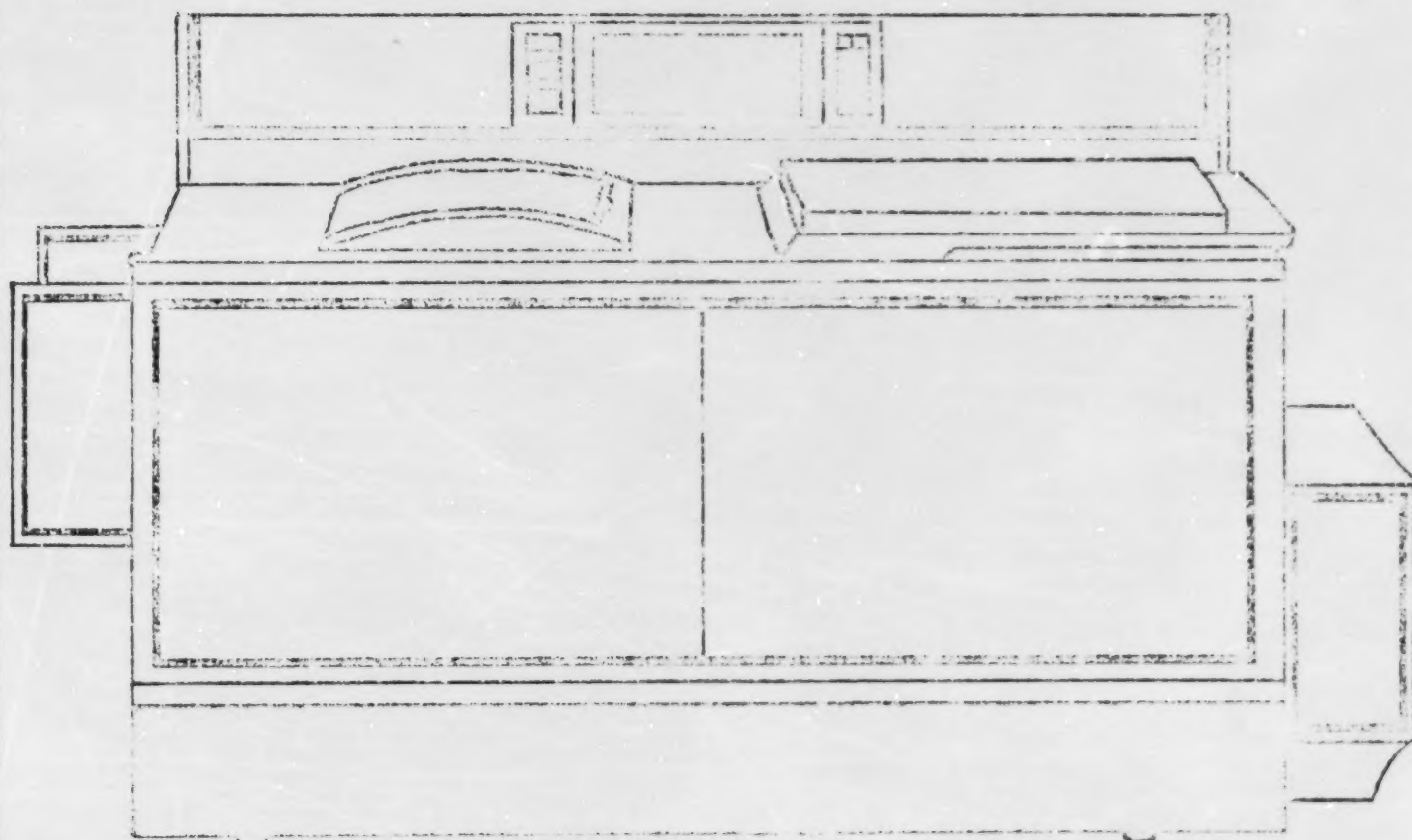
free
hard
interesting
intermediate
local
pleasant
private
public
ready
required
right (correct)
special
upcoming
varied
wonderful

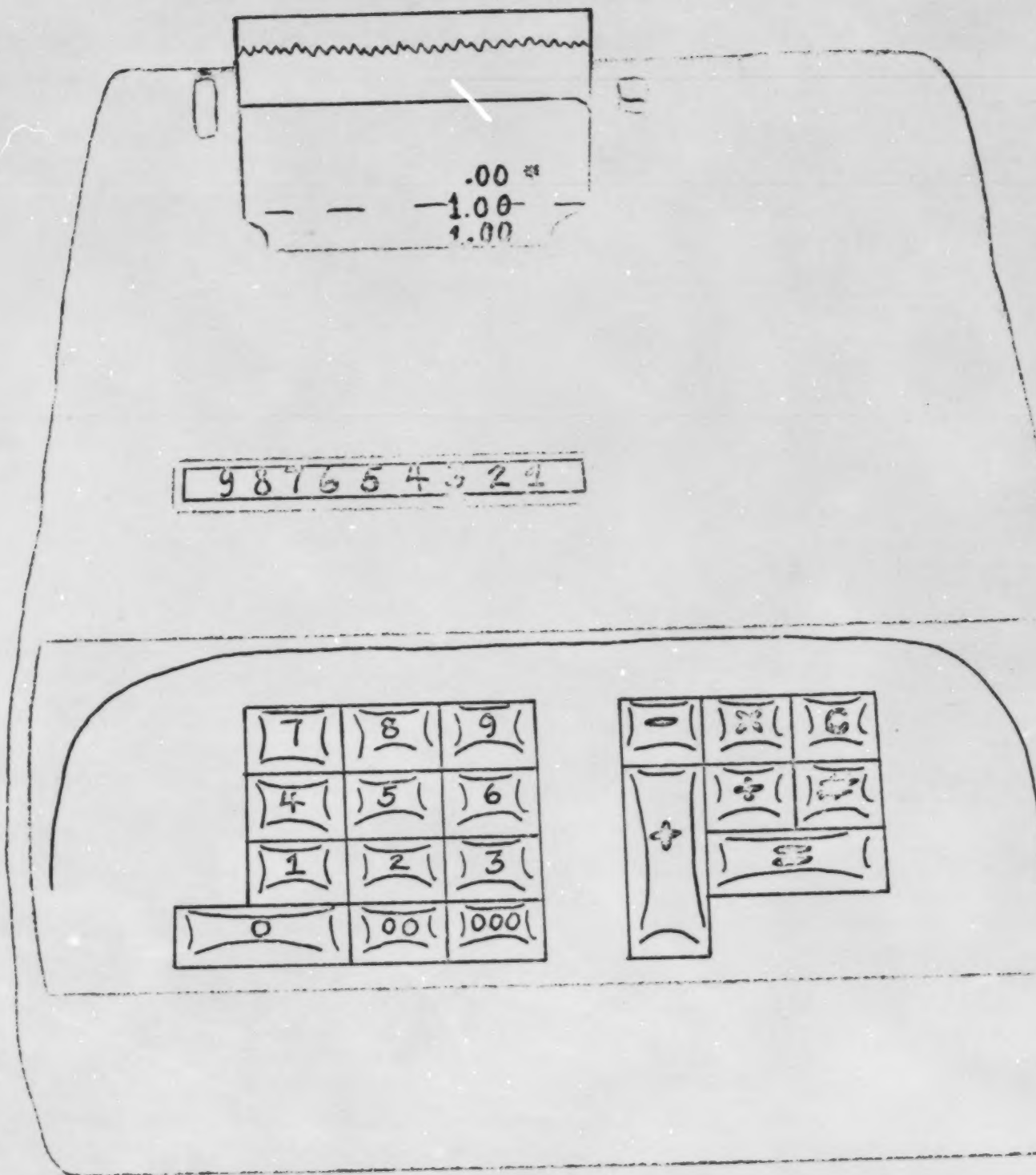
Expressions

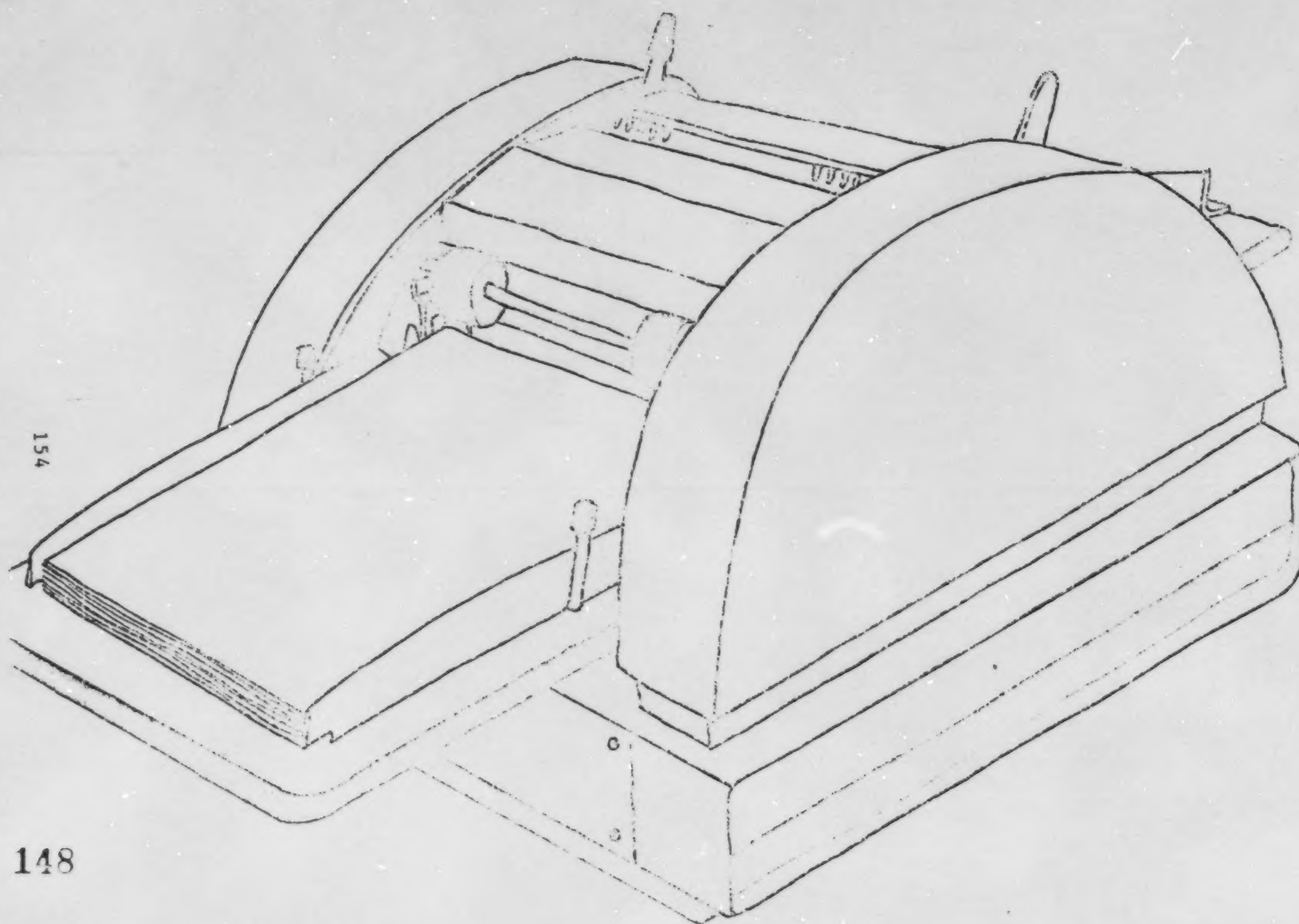
courses leading to a degree
dealing with the outdoors
get a free line
keep records
keep the boss's calendar
Not necessarily.
reach the number
take a class
take initiative
We're happy with your work.
your future











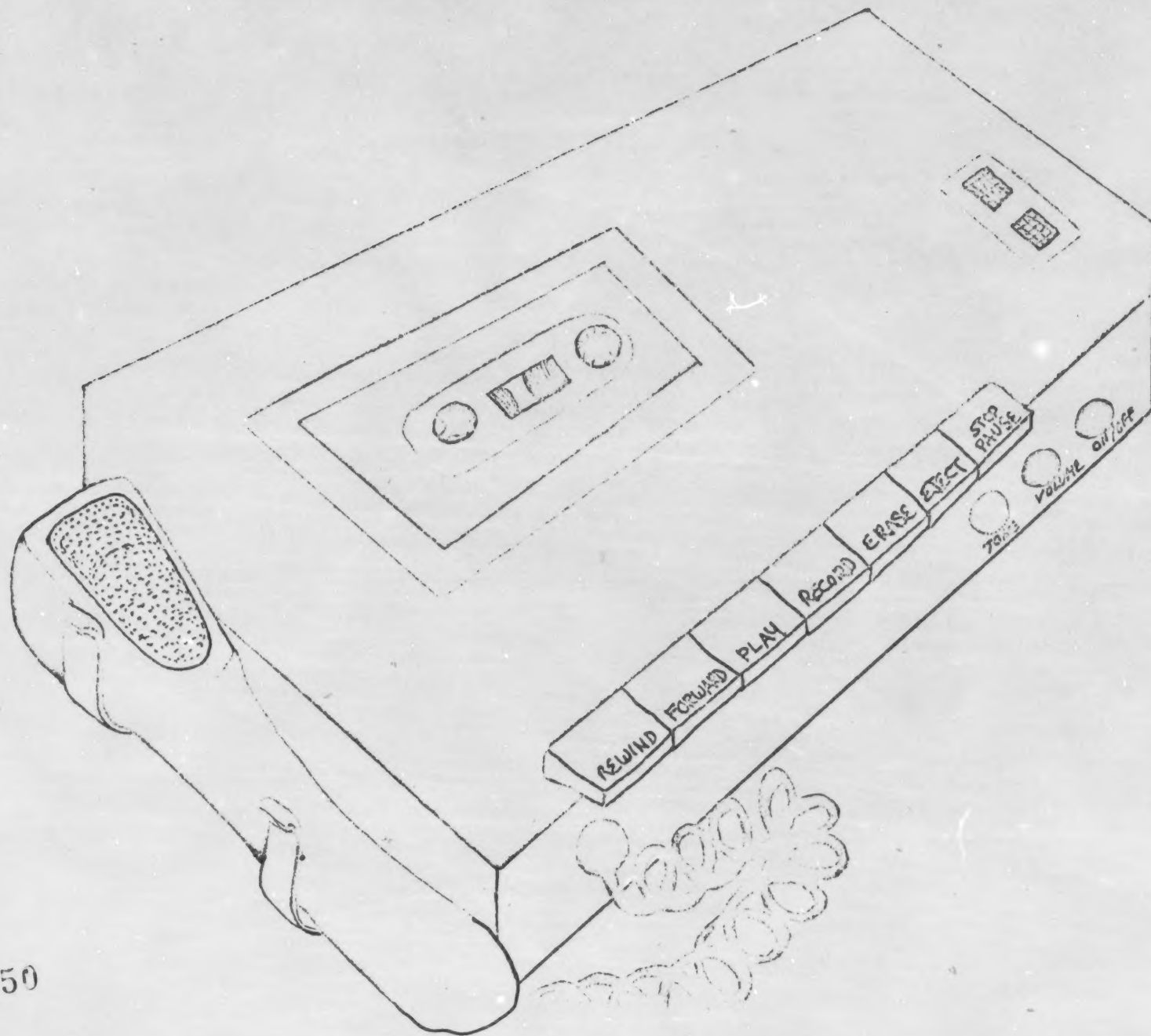
154

149

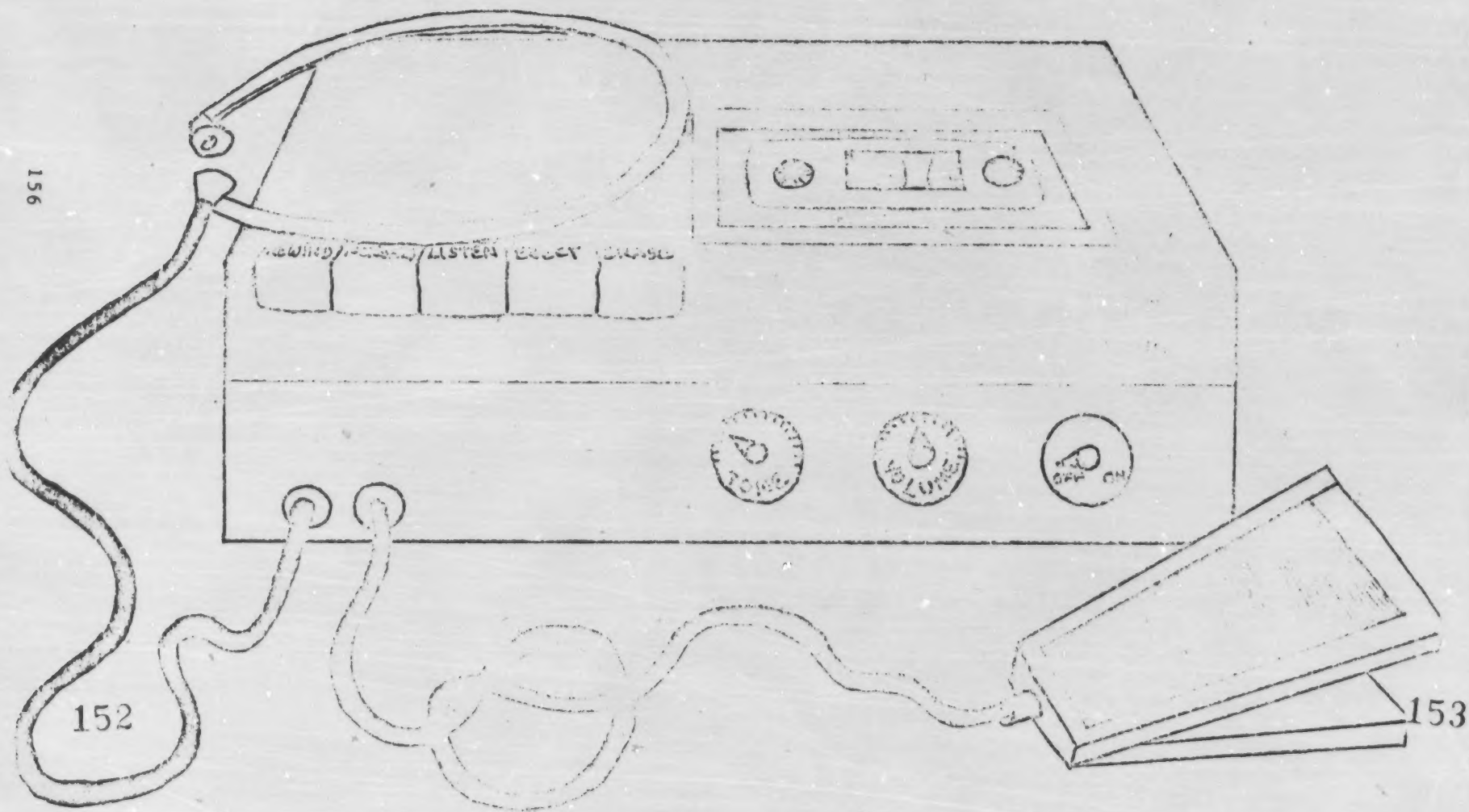
148

155

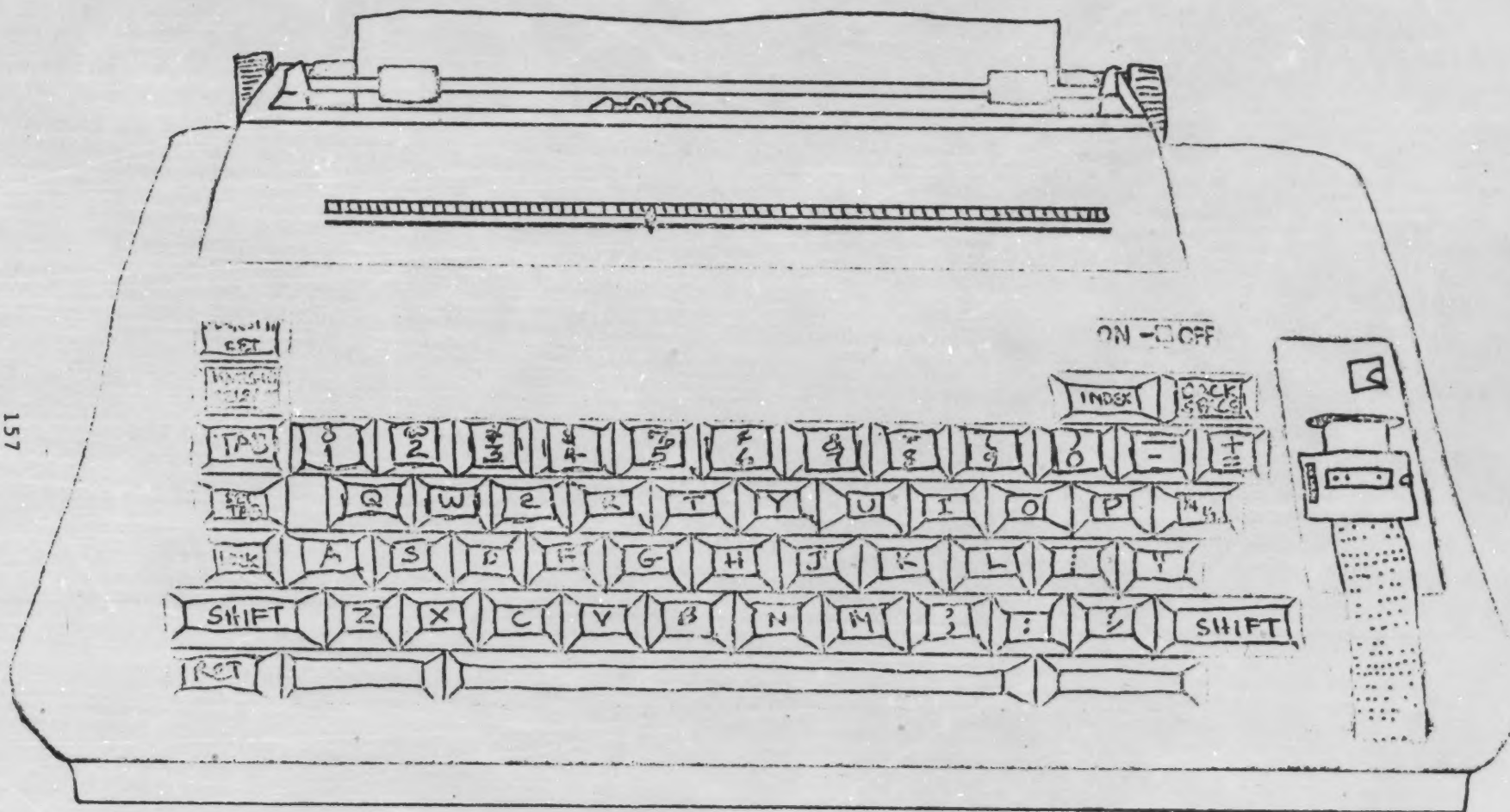
150



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APPENDIX D

Pre-Vocational Module

PROTOTYPE UNITS

ENGLISH AS A SECOND LANGUAGE IN
VOCATIONAL/TECHNICAL EDUCATION

PRE-VOCATIONAL MODULE

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

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UNIT THREE

OBJECTIVES FOR THE TEACHER:

Listening Comprehension

Student will be able to:
Comprehend and answer simple questions about the conversation.

Speaking

Students will be able to:

1. Give an appropriate response when:
 - a. asked about where they looked for a job.
 - b. asked about when they looked for a job.
 - c. asked about interviews.
2. Recite a short dialogue with one another.
3. Ask questions to elicit the above information.
4. Perform all of the above with acceptable pronunciation.

Reading and Writing

Student will be able to:

1. Read a passage and answer comprehension questions for homework/seatwork.
2. Complete a short writing assignment for homework/seatwork.

OBJECTIVES FOR THE STUDENT:

In this lesson you will:

1. Listen to and understand the conversation.
2. Learn verbs and words about job interviews.
3. Learn about manpower training programs.
4. Learn to ask and give information about talking to people about jobs.
5. Memorize a short dialogue.
6. Have a short conversation with another student.
7. Read a short selection and answer questions.
8. Do a short writing assignment.

D I A L O G U E

To the Teacher:

The following dialogue is for listening comprehension, and intended to introduce the student to a) regular verbs in the past tense relating to job seekers and experience; b) adverbs of time, and c) the infinitive as direct object.

1. Read the dialogue at normal speed allowing your students to follow in their textbook.
2. Ask students to close their textbooks, and read the dialogue again.
3. Ask students to open their textbooks. Explain vocabulary items and point out the structures which are to be taught in the lesson.
4. Students should close their books. Read the dialogue again.
5. Ask the questions at the end of the dialogue. They require simple answers. If students have trouble answering them, try them again at the end of the Unit after they have drilled the structures.

* * * * *

To the Student:

Listen to the following dialogue. Do not memorize it.

1. Follow along in your book as your teacher reads the dialogue.
2. Close your book as your teacher reads the dialogue again.
3. Open your book. Your teacher will explain words and sentences you do not understand.
4. Close your book. Listen to the dialogue again.
5. Answer the questions your teacher asks. Give short answers.

Situation: Hieu and Vinh meet Marta at lunch. Hieu and Vinh looked for jobs all morning.

Marta: Hi, Vinh. Hi Hieu. Vinh, did you apply for the job at the garage yesterday?

Vinh: Yes. I walked over to the garage yesterday and talked to Mr. Evert. He showed me around the garage and introduced me to the head mechanic.

Marta: Well, did he hire you?

Vinh: No, he hired a man this morning with lots of experience. He worked in another garage. I didn't have the experience. Did you go to your interview today, Hieu?

Hieu: Well, yes, but I was very nervous. During the interview, I didn't understand all the questions. They offered the job to another person.

Vinh: We need to find jobs. What can we do?

Marta: You can talk to Mr. Hunt, the job counselor at school. I can introduce you to him. You can join our manpower training program at any time. It's an open-entry program.

Vinh: It's worth a try.

Marta, Hieu and Vinh walk to Mr. Hunt's office. They want to talk to him.

Mr. Hunt: Can I help you?

Marta: Yes. These are my friends, Vinh and Hieu. They need jobs. They answered several ads this week but they can't find anything.

Vinh: That's right. Employers want to hire people with experience.

Mr. Hunt: Well, maybe you need to get more training. In our program, we offer training, counseling, and job placement. We teach you to fill out application forms, take interviews, and we help you to find and to keep a job.

Hieu: When do we start?

Mr. Hunt: Hold on. First we need to talk about your interests. We want to find the right job for you.

Vinh and

Hieu: Sounds great!

Comprehension Questions

- Teacher:
1. What did Vinh and Hieu need to find?
 2. Where did Vinh apply for a job?
 3. Did the head mechanic hire him?
 4. Did Vinh and Hieu need more training?
 5. Did Marta try to help Vinh and Hieu?
 6. Who did she introduce them to?
 7. Who is Mr. Hunt?

PRE-VOC (3) 3

The following exercises drill the regular past tense with adverbs of time.

Regular verbs + past tense + adverbs of time				
Hieu and Vinh		answered	ads	all morning. yesterday. this week. today.
Did	you	apply for	job at the garage	yesterday?

1. Repetition Drill.

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

Hieu and Vinh looked for jobs all morning.
I walked over to the garage yesterday.
They answered several ads this week.

He hired a man this morning.
Marta, Hieu and Vinh walked to Mr. Hunt's office in the afternoon.

Did you apply for the job at the garage today?
Did you go to your interview today?

2. Substitution Drill.

Have the students repeat the first sentence. Then provide the cues and ask them to modify the base sentence using the cue.

Repeat the first sentence after your teacher. Then make a sentence using the words (cues) provides.

T: Marta talked to Mr. Hunt yesterday.
this morning
last week
at 10:00 a.m.
this afternoon

last night
several days
ago

S: Marta talked to Mr. Hunt yesterday.
Marta talked to Mr. Hunt this morning.
Marta talked to Mr. Hunt last week.
Marta talked to Mr. Hunt at 10:00 a.m.
Marta talked to Mr. Hunt this afternoon.
Marta talked to Mr. Hunt last night.
Marta talked to Mr. Hunt several days ago.

3. Answer Drill.

Ask the following questions,
and provide the cue. Have students
answer using the cue.

- T: When did Vinh visit the garage?
(yesterday)
When did Hieu look for a job?
(all week)
When did they look through the
want ads?
(last night)
When did Marta join the manpower
program?
(last month)
When did Vinh apply for the
mechanics job?
(yesterday)
When did the manpower program
start?
(several months ago)
When did Mr. Hunt interview Marta?
(last month)

Answer the question your teacher
asks. Use the cue in your answer.

- S:
He visited the garage yesterday.
He looked for a job all week.
They looked through the want
ads last night.
Marta joined the manpower program
last month.
Vinh applied for the mechanics
job yesterday.
The manpower program started several
months ago.
Mr. Hunt interviewed Marta last month.

4. Substitution Drill.

Have the students repeat the
first sentence. Then provide
the cues and ask them to
modify the base sentence using
the cue.

Repeat the first sentence after
your teacher. Then make a sentence
using the cues provided.

- (a) T: Vinh enrolled in a manpower pro-
gram this morning.
called the employment agency
answered several want ads
talked to Marta
looked through the newspaper
arranged an interview
applied for a job

- S: Vinh enrolled in a manpower program
this morning.
Vinh called the employment agency
this morning.
Vinh answered several want ads this
morning.
Vinh talked to Marta this morning.
Vinh looked through the newspaper
this morning.
Vinh arranged an interview this
morning.
Vinh applied for a job this morning.

PRE-VOC (3) 5

(b) T: Vinh and Hieu looked for a job
all week.
today
this morning

last week

yesterday
for two days.

S: Vinh and Hieu looked for a job all
week.
Vinh and Hieu looked for a job today.
Vinh and Hieu looked for a job this
morning.
Vinh and Hieu looked for a job last
week.
Vinh and Hieu looked for a job yesterday
Vinh and Hieu looked for a job for
two days.

5. Multiple Substitution Drill.
Have students repeat the first
sentence. Provide the cues and ask
them to modify the base sentence
using, the cue.

Repeat the first sentence after your
teacher. Then make a sentence using
the cues provided.

(a) T: They looked through the want
ads last night.
yesterday

at the job listings

called the job counselor
Vinh called
a week ago

They

enrolled in a manpower program

last month

answered several ads
Marta
talked to the job developer

yesterday afternoon

this morning

called the employment agency

S: They looked through the want ads
last night.
They looked through the want ads
yesterday.
They looked at the job listings
yesterday.
They called the job counselor yesterday.
Vinh called the job counselor yesterday
Vinh called the job counselor a week
ago.
They called the job counselor a week
ago.
They enrolled in a manpower program
a week ago.
They enrolled in a manpower program
last month.
They answered several ads last month.
Marta answered several ads last month.
Marta talked to the job developer last
month.
Marta talked to the job developer
yesterday afternoon.
Marta talked to the job developer this
morning.
Marta called the employment agency
this morning.

(b) T: Did your counselor arrange an
interview?
want
a resume
require
employer

S: Did your counselor arrange an
interview?
Did your counselor want an interview?
Did your counselor want a resume?
Did your counselor require a resume?
Did your employer require a resume?

6. Question and Answer Drill.
Provide the cue and have first student ask "Did Marta ... yesterday?" second student, "Yes, she did."

Use the cue your teacher provides, and ask the question. "Did Marta ... yesterday?" Answer with, "Yes, she did."

- (a) T: talk to Mr. Hunt yesterday

talk to Vinh

suggest an interview with Mr. Hunt

- S₁: Did Marta talk to Mr. Hunt yesterday?
S₂: Yes, she did.
S₁: Did Marta talk to Vinh yesterday?
S₂: Yes, she did.
S₁: Did Marta suggest an interview with Mr. Hunt yesterday?
S₂: Yes, she did.

Continue to provide cues. Ask students to use "Vinh" as the subject and "this morning" as adverb.

Now ask the question, "Did Vinh ... this morning?" Answer with, "Yes, he did."

- T: look for job

need a job

look through the want ads

- S₁: Did Vinh look for a job this morning?
S₂: Yes, he did.
S₁: Did Vinh need a job this morning?
S₂: Yes, he did.
S₁: Did Vinh look through the want ads this morning?
S₂: Yes, he did.

- (b) Provide the cue and have first student ask, "Didn't Marta ... yesterday?" Have second student answer, "Yes, she did."

Use the cue your teacher provides, and ask the question, "Didn't Marta ... yesterday?" Answer with "Yes, she did."

- T: talk to Mr. Hunt

talk to Vinh

suggest an interview with Mr. Hunt

- S₁: Didn't Marta talk to Mr. Hunt yesterday?
S₂: Yes, she did.
S₁: Didn't Marta talk to Vinh yesterday?
S₂: Yes, she did.
S₁: Didn't Marta suggest an interview with Mr. Hunt yesterday?
S₂: Yes, she did.

Continue to provide cues. Have students use "Vinh" as the subject and "this morning" as adverb.

Now ask the question, "Did Vinh ... this morning?" Answer with, "Yes, did."

PRE-VOC (3) 7

T: look for a job

need a job

look through the want ads

S₁: Didn't Vinh look for a job this morning?

S₂: Yes, he did.

S₁: Didn't Vinh need a job this morning?

S₂: Yes, he did.

S₁: Didn't Vinh look through the want ads this morning?

S₂: Yes, he did.

7. Short Dialogue.

The following dialogue
is to be memorized.

Memorize the following dialogue.

Situation: Hieu is talking with Mr. Hunt about a job.

Mr. Hunt: What kind of job do you want?

Hieu: I want to work as a clerk.

Mr. Hunt: Do you have experience?

Hieu: Yes, I worked in an export office last year. I was a shipping clerk.

Mr. Hunt: Good. Employers like to hire people with experience.

The following exercise drill the infinitive as direct object.

The infinitive (to + verb) used as direct object

We

need

to find
to interview
to find

good employees.

8. Repetition Drill.

Have students repeat the following
after you, both chorally
and individually.

Repeat the following sentences
after your teacher.

We need to find jobs.

Employers want to hire people with experience.

You need to get more training.

You learn to fill out application forms.

We need to talk about your interests.

We want to find the right job for you.

We help you to find a job.

9. Substitution Drill.

Have the students repeat the first sentence. Then provide the cues and ask them to modify the base sentence.

Repeat the first sentence after your teacher. Then make a sentence using the words (cues) provided.

(a)

T: I need to find a job.
look for
interview for
talk about
train for
apply for

S: I need to find a job.
I need to look for a job.
I need to interview for a job.
I need to talk about a job.
I need to train for a job.
I need to apply for a job.

(b)

T: He needs to get more training
wants
has
plans
hopes

S: He needs to get more training.
He wants to get more training.
He has to get more training.
He plans to get more training.
He hopes to get more training

(c)

T: We need to talk about your interests. S: We need to talk about your interests.

experience
salary
benefits
training
application
resume

We need to talk about your experience.
We need to talk about your salary.
We need to talk about your benefits.
We need to talk about your training.
We need to talk about your application.
We need to talk about your resume.

(d)

T: Did you plan to enroll in a
manpower program?
decide

need

want

have

hope

S: Did you plan to enroll in a manpower
program?
Did you decide to enroll in a manpower
program?
Did you need to enroll in a manpower
program?
Did you want to enroll in a manpower
program?
Did you have to enroll in a manpower
program?
Did you hope to enroll in a manpower
program?

(e)

T: He doesn't want to hire people
without experience.
like

have

S: He doesn't want to hire people without
experience.
He doesn't like to hire people without
experience.
He doesn't have to hire people without
experience.

need

He doesn't need to hire people without experience.

plan

He doesn't plan to hire people without experience.

(f)

Have the students repeat the first sentence. Then provide two cues and ask them to modify the base sentence using the cues.

Repeat the first sentence after your teacher. Then make a sentence using the two cues your teacher provides.

T: We need to talk about your resume.
want to / experience
plan to / training
have to / interests

S: We need to talk about your resume.
We want to talk about your experience.
We plan to talk about your training.
We have to talk about your interests.

They want to consider your background

They want to consider your background.

hope to / interests
try to / education
need to / salary

They hope to consider your interests.
They try to consider your education.
They need to consider your salary.

10. Question and Answer Drill.

Provide the first cue and have first student ask, "Did you ... yesterday?"
Provide the second cue and have second student answer, "No, I didn't I ... today."

Use the first cue your teacher provides and ask the question, "Did you ... yesterday?" Use the second cue your teacher provides and answer, "No, I didn't. I ... today."

T: look for a job.
want to look today
talk to an employment agency
want to talk to them today

S₁: Did you look for a job yesterday?
S₂: No, I didn't. I want to look today.
S₁: Did you talk to an employment agency yesterday?
S₂: No, I didn't. I want to talk to them today.

enroll in a manpower training program
want to enroll
visit the garage
intend to visit

S₁: Did you enroll in a manpower training program yesterday?
S₂: No, I didn't. I want to enroll today.
S₁: Did you visit the garage yesterday?
S₂: No, I didn't. I intend to visit it today.

look at job listings
need to look

S₁: Did you look at job listings yesterday?
S₂: No, I didn't. I need to look at them today.

see the job counselor
want to see

S1: Did you see the job counselor yesterday?
S2: No, I didn't. I want to see him today.

11. Review Drill.

Students should give answers
based on the dialogue.

Answer the questions. They are based on
the dialogue.

T: Did Marta find a job?	S: No, she didn't.
Did Marta introduce Hieu to Mr. Hunt?	Yes, she did.
Did Vinh and Hieu talk to Mr. Hunt?	Yes, they did.
Did Mr. Hunt arrange an interview for Vinh?	No, he didn't.
Did Vinh apply for a job?	Yes, he did.
Did Marta walk to the garage?	No, she didn't.
Did Mr. Evert hire Vinh?	No, he didn't.
Did Vinh and Hieu answer the want ads?	Yes, they did.

12. Role Playing Activity.

Students should use the following
three situations to make up simple
dialogues.

Have a short conversation with another
student about the following situation.

I. Vinh asks Mr. Hunt about the services of the job training center.

II. Vinh talks to Mr. Evert about the mechanic's job.

III. Marta introduces Vinh and Hieu to Mr. Hunt.

13. Homework/ Seatwork.

Students should fill in the blank
with the appropriate word given in
the list.

Fill in the blanks in the story. Use a word
from the list.

station	called	asked	looked	notices
needed	experience	about	arrived	newspaper
worked	hire	suggested	talked	

Vinh _____ a job. He _____ at the classified ads in the _____.
He _____ three interesting ads: one for a mechanic, one for an autobody worker,
and one for gas _____ help. He _____ for interviews at all three places.
The gas station manager _____ Vinh to come at 9:00.

When Vinh _____ at the service station, he _____ to the manager. The
manager asked Vinh _____ his experience. Vinh _____ in his uncle's garage
last year.

The manager didn't _____ Vinh. But he _____ that Vinh get more _____
and training.

13. (a) Reading Passage.

You want a job, but you can't find one. A manpower development program can help. A manpower program offers education, counseling and job placement. When you go to the program office, you talk to a job counselor. He interviews you. He asks about your education, work experience and interests. He can suggest a suitable job for you.

Perhaps you worked in a garage. You enjoyed the work, but you can't find the same position in your new town. The counselor may suggest different kinds of related work. Perhaps your town has too many mechanics, but it needs autobody repair workers. The manpower program can teach you new skills.

You and the job counselor work together. You know your interests, experience and goals. The counselor knows the job market and training programs. Together you work out the right plan for you.

(b) Comprehension Questions.

1. What does a manpower program offer?
2. Who talks to you in the program office?
3. What does the counselor ask about?
4. How can the counselor help you?
5. What can he suggest?

VOCABULARY

Nouns

background
education
goal(s)
infinitive
position
station

Expressions

Hold on
It's worth a try.
Sounds great
That's right

Verbs

arrange(d)
consider
continue
enjoy(e¹)
enroll(d)
hire
hope
intend
interview
join
notice
plan
underst
visit

Descriptive Words

ago
during
export
interesting
nervous
open-entry
perhaps
related
same
suitable
together

TALKING ABOUT JOB POSSIBILITIES

Date	Who did you speak with?	When did you speak with him or her?	What was your first comment?	Successful or not?	Remarks
5-25	friend	last night	Carlos, I'm going to apply for a job.	partially	He didn't react at all very well

UNIT SEVEN

OBJECTIVES FOR THE TEACHER:

Listening Comprehension

Student will be able to:

1. Comprehend and answer simple questions about the conversation.

Speaking

Student will be able to:

1. Give an appropriate response when:
 - a. asked about adjectives describing time and place.
 - b. asked about adjectives describing qualities.
 - c. asked questions using expressions of time.
2. Recite a short dialogue with one another.
3. Ask questions to elicit the above information.
4. Perform all of the above with acceptable pronunciation.

Reading and Writing

Student will be able to:

1. Read a passage and answer comprehension questions for homework/seatwork.
2. Complete a short writing assignment for homework/seatwork.

OBJECTIVES FOR THE STUDENT:

In this lesson you will:

1. Listen to and understand the conversation.
2. Learn words to describe time and place.
3. Learn words to describe qualities.
4. Learn expressions of time.
5. Memorize a short dialogue.
6. Have a short conversation with another student.
7. Read a short selection and answer questions.
8. Do a short writing assignment.

INSTRUCTIONAL AIDS:

Task sheet

PRE-VOC (7) 1

CONVERSATION

To the Teacher: The following conversation is intended to introduce the student to 1) the predicate adjective, and 2) the irregular past tense. Follow the same presentation procedure as outlined in Units 1-3.

To the Student: Listen to the following conversation. Do not memorize it.

1. Follow along in your book as your teacher reads the conversation.
2. When your teacher tells you to do so, close your book and listen to the conversation again.
3. Open your book. Your teacher will explain words and sentences you do not understand.
4. Close your book. Listen to the conversation again.
5. Answer the questions your teacher asks. Give short answers.

Situation: Marta is telling Vinh about job interview with Mrs. O'Brien.

Vinh: Hi, Marta. How did the interview go?

Marta: It was pretty good. I was a little nervous at first, but Mrs. O'Brien was very nice and put me at ease.

Vinh: What happened?

Marta: Well, I filled out the application blank . . .

Vinh: Didn't you take a resume?

Marta: Yes. I gave her the resume, but Mrs. O'Brien needed the information on their forms, too. After I filled out the forms, she asked me a lot of questions.

Vinh: Did she ask about your job experience?

Marta: Yes, but she also wanted my references and she asked a lot of questions about the manpower program. She was impressed by the training.

Vinh: Was that it?

Marta: No. I took a typing test. I typed a business letter and a long column of numbers.

Vinh: How did you do? Did you make any mistakes?

Marta: No, I didn't. The test was easy, except the machine ran out of ribbon right in the middle of the letter. I knew how to change it. Mrs. O'Brien was pleased.

Vinh: What an easy interview!

Marta: Yes, it was. Mrs. Carlton taught us about interviews at school. I was ready.

Vinh: Did she offer you the job?

Marta: Well, no. She said she'll call at the end of the week.

Comprehension Questions

1. What did Marta take with her?
2. Did she fill out an application form?
3. What did Marta type?
4. Was Marta's interview easy?
5. Who taught Marta about interviews?

The following exercises drill predicate adjectives and adverbs:

It	was	easy. pretty good.
I	was	ready. a little nervous. impressed.

1. Repetition Drill.

Repeat the following sentences after your teacher.

It was easy.
I was ready.
She was impressed.
Mrs. O'Brien was nice.
Mrs. O'Brien was pleased.
It was pretty good.
I was a little nervous.

2. Substitution Drills

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

(a)

T: I'm ready.
late
nervous

S: I'm ready.
I'm late.
I'm nervous.

PRE-VOC (7) 3

(b)

T: I'm not ready.
late
nervous

S: I'm not ready.
I'm not late.
I'm not nervous.

(c)

T: Hieu was early.
away
sick

S: Hieu was early.
Hieu was away.
Hieu was sick.

(d)

T: Hieu wasn't early.
away
sick

S: Hieu wasn't early.
Hieu wasn't away.
Hieu wasn't sick.

(e)

T: The personnel manager will be
on time.

late.

S: The personnel manager will be
on time.
The personnel manager will be
late.

(f)

T: The personnel manager won't be
on time.

late.

S: The personnel manager won't be
on time.
The personnel manager won't be
late.

(g)

T: Hieu and Vinh were pleased.
happy
tired

S: Hieu and Vinh were pleased.
Hieu and Vinh were happy.
Hieu and Vinh were tired.

(h)

T: Hieu and Vinh weren't pleased.
happy
tired

S: Hieu and Vinh weren't pleased.
Hieu and Vinh weren't happy.
Hieu and Vinh weren't tired.

(i)

T: Is the test easy?
difficult
accurate

S: Is the test easy?
Is the test difficult?
Is the test accurate?

PRE-VOC (7) 4

(j)

T: Isn't the test easy?
 difficult
 accurate

S: Isn't the test easy?
 Isn't the test difficult?
 Isn't the test accurate?

(k)

T: Were Marta and Vinh here?
 over there
 on time

S: Were Marta and Vinh here?
 Were Marta and Vinh over there?
 Were Marta and Vinh on time?

(l)

T: Weren't Marta and Vinh here?
 over there
 on time

S: Weren't Marta and Vinh here?
 Weren't Marta and Vinh over there?
 Weren't Marta and Vinh on time?

3. Multiple Substitution Drill.

Repeat the first sentence after
your teacher. Then make a sentence
using the cues provided.

T: Marta was early yesterday.
 today
 will be
 They
 late
 tomorrow
 I
 ready
 in an hour
 You
 were
 yesterday

S: Marta was early yesterday.
 Marta was early today.
 Marta will be early today.
 They will be early today.
 They will be late today.
 They will be late tomorrow.
 I will be late tomorrow.
 I will be ready tomorrow.
 I will be ready in an hour.
 You will be ready in an hour.
 You were ready in an hour.
 You were ready yesterday.

4. Question and Short Answer Drill.

Ask the question. Have students
give short affirmative or negative
answers.

Answer your teacher's question in
the affirmative or negative.

T: Am I late?

 Is he late?

 Are Vinh and Marta early?

 Is the employee reliable?

 Is the office sunny?

 Are the figures accurate?

S: Yes, you are. (or
 No, you aren't.)
 Yes, he is. (or
 No, he isn't.)
 Yes, they are. (or
 No, they aren't.)
 Yes, (he) (she) is. (or
 No, (he) (she) isn't.)
 Yes, it is. (or
 No, it isn't.)
 Yes, they are. (or
 No, they aren't.)

5. Cued Question and Answer Drill.

Write the following complements on the board. Provide the subject and ask first student to ask the question "Was/Were ...?" Ask second student to give a negative answer and provide the second complement, "It was/They were ..."

accurate / inaccurate
dependable / undependable
noisy / quiet
safe / unsafe

Your teacher will write the following predicate adjectives on the board. Use the cues he/she provides and ask the question "Was/Were ...?" Then give a negative answer and make a sentence using the adjectives in the right-hand column.

reliable / unreliable
prompt / late
sick / well (fine)
late / on time
early

T: accounts accurate

S₁: Were the accounts accurate?
S₂: No, they weren't. They were inaccurate.

employees dependable

S₁: Were the employees dependable?
S₂: No, they weren't. They were undependable.

machines noisy

S₁: Were the machines noisy?
S₂: No, they weren't. They were quiet.

elevators safe

S₁: Were the elevators safe?
S₂: No, they weren't. They were unsafe.

typewriter reliable

S₁: Was the typewriter reliable?
S₂: No, it wasn't. It was unreliable.

bus prompt

S₁: Was the bus prompt?
S₂: No, it wasn't. It was late.

Vinh sick

S₁: Was Vinh sick?
S₂: No, he wasn't. He was well (fine).

trains late

S₁: Were the trains late?
S₂: No, they weren't. They were on time (or They were early.)

The following exercises drill the irregular past tense/of verbs, many of which were introduced in Unit V:

	It	was	pretty good.
	Mrs. O'Brien	put	me at ease.
	you	take	a resume?
	you	make	any mistakes?

PRE-VOC (7) 6

6. Repetition Drill.

Repeat the following sentences
after your teacher.

It was pretty good.
I was a little nervous.
Mrs. O'Brien put me at ease.
I gave her the resume.
I took a typing test.
The machine ran out of ribbon.
Mrs. Carlton taught us about interviews.
How did the interview go?
Did you make any mistakes?
Didn't you take a resume?

7. Substitution Drills.

Repeat the first sentence
after your teacher. Then
make a sentence using the
cues provided.

(a)

T: The machine ran out of ribbon.
engine/gas
pen/ink
typist/paper
restaurant/the special
bakery/doughnuts
patient/medicine

S: The machine ran out of ribbon.
The engine ran out of gas.
The pen ran out of ink.
The typist ran out of paper.
The restaurant ran out of the special.
The bakery ran out of doughnuts.
The patient ran out of medicine.

(b)

T: Mrs. Carlton taught us about
interviews.
gave us information
spoke to us
sent for information

S: Mrs. Carlton taught us about
interviews.
Mrs. Carlton gave us information about
interviews.
Mrs. Carlton spoke to us about
interviews.
Mrs. Carlton sent for information
about interviews.

(c)

T: Did you make mistakes?
have trouble
find the shop
send for the information
take a resume
go to the interviews

S: Did you make mistakes?
Did you have trouble?
Did you find the shop?
Did you send for the information?
Did you take a resume?
Did you go to the interviews?

PRE-VOC (7) 7

8. Multiple Substitution.

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

T: Marta went to an interview
yesterday.

I
a restaurant
ate at
They
today
met
Vinh and Hieu

the post office

an hour ago

left

You

S: Marta went to an interview
yesterday.

I went to an interview yesterday.
I went to a restaurant yesterday.
I ate at a restaurant yesterday.
They ate at a restaurant yesterday.
They ate at a restaurant today.
They met at a restaurant today.
Vinh and Hieu met at a restaurant
today.
Vinh and Hieu met at the post
office today.
Vinh and Hieu met at the post
office an hour ago.
Vinh and Hieu left the post
office an hour ago.
You left the post office an hour
ago.

9. Answer Drill.

Ask the question. Have students
answer using the past tense of
the verb in your question.

Answer the question your teacher
asks. Use the past tense of the
verb in the question.

T: Did you take your resume?
Did you drive the car?
Did you break the appointment?
Did you buy the tickets?
Did you send the application form?
Did you leave a telephone number?
Did you forget your forms?

S: Yes, I took it.
Yes, I drove it.
Yes, I broke it.
Yes, I bought them.
Yes, I sent it.
Yes, I left it.
Yes, I forgot them.

10. Answer and Cued Response Drill.

Ask the question. Have student
give a negative short answer.
Then provide the cue and ask the
student to provide a sentence in
the past tense.

Answer the question in the negative.
Then make a sentence in the past
tense using the cues provided.

T: Didn't
bus stop?
at school

S: No, they didn't.

They met at school.

PRE-VOC (7) 8

T: Didn't Marta leave a application
at school?

at the employment office

Didn't you take your resume
to the interview?
personal data card

Didn't he go to his appointment
on Monday?
on Wednesday

Didn't Mr. Hunt go downtown?
his office

Didn't you put the tickets in
your pocket?
in my briefcase

Didn't Hieu ride the bus uptown?
downtown

Didn't they buy their sandwiches
at the restaurant?
coffee shop

S: No, she didn't.

She left it at the employment office.
No, I didn't.

I took my personal data card.
No, he didn't.

He went on Wednesday.
No, he didn't.
He went to his office.

No, I didn't.

I put them in my briefcase.
No, he didn't.
He rode it downtown.

No, they didn't.

They bought them at the coffee shop.

11. Short Dialogue.

Memorize the following dialogue.

Situation: Hieu and David are talking about Hieu's typing test.

Hieu:	I took a typing test today.
David:	Was it easy?
Hieu:	No, it was difficult. And I was nervous.
David:	Did you make a lot of mistakes?
Hieu:	I made a few. But next time I won't be nervous.

Review: Wh-words.

12. Cued Question and Answer Drill.

Provide the first cue. Have first student ask, "Did you ...?" Second student will answer, "Yes I did." Then provide the second cue and have first student ask a second question. Give the third cue, and have second student answer using the cue.

T: take resume

When
today

Use the first cue your teacher provides, and ask, "Did you ...?" Answer with, "Yes, I did." Then use the second cue and ask a question. Answer the question the third cue your teacher provides.

S₁: Did you take your resume?
S₂: Yes, I did.
S₁: When did you take it?
S₂: I took it today.

T: break appointment

Why
was sick

leave telephone number

Where
with the receptionist

make a lot of mistakes

Why
was nervous

drive downtown

Why
was late

send the application form

When
this morning

go to the interview

How
pretty well

lose the address

Where
at the movies

meet the personnel director

Where
in (her) (his) office

S₁: Did you break the appointment?

S₂: Yes, I did.

S₁: Why did you break it?

S₂: I was sick.

S₁: Did you leave a telephone number?

S₂: Yes, I did.

S₁: Where did you leave it?

S₂: I left it with the receptionist.

S₁: Did you make a lot of mistakes?

S₂: Yes, I did.

S₁: Why did you make them?

S₂: I was nervous.

S₁: Did you drive downtown?

S₂: Yes, I did.

S₁: Why did you drive?

S₂: I was late.

S₁: Did you send the application form?

S₂: Yes, I did.

S₁: When did you send it?

S₂: I sent it this morning.

S₁: Did you go to the interview?

S₂: Yes, I did.

S₁: How did it go?

S₂: It went pretty well.

S₁: Did you lose the address?

S₂: Yes, I did.

S₁: Where did you lose it?

S₂: I lost it at the movies.

S₁: Did you meet the personnel director?

S₂: Yes, I did.

S₁: Where did you meet (her) (him)?

S₂: I met (her) (him) in (her) (his)
office.

13. Role Playing Activity.

- I. Marta tells Mrs. Carlton about her interview.
- II. Vinh tells Hieu about his interview at the garage.
- III. Tell your friend about applying for a job at a coffee shop.

RE-VOC (7) 10

14.(a) Reading Passage

Interviews

You're looking for a job. You read the want ads this morning. You saw an interesting job, so you called for an interview. Mr. Bell, the personnel officer, asked you to come for an interview at 3:00. You remembered the advice of the job counselor. You got there on time and waited outside Mr. Bell's office until he was ready for you. You gave him your resume and letters of reference. Mr. Bell looked at them. Then he told you about the job and the company. He explained the company's policies and the opportunities for advancement. He asked you for questions. You asked about salary and education assistance. He answered these questions. Then he offered you the job.

You're happy. The interview went well. But are you going to take the job?

The work sounds interesting. You'll have a variety of things to do. You can take courses at a local college. The company will pay for them. Then you can qualify for a better job with the company. The company benefits are excellent. The pay is good. More important, you will have a chance to advance. But, the office is far away. You'll have to ride the bus for 45 minutes to get to work. Your work day will be long.

Still, it's a good opportunity. Maybe you can move closer to the office. You liked Mr. Bell and the company. Mr. Bell was helpful and nice. The company is big and growing. The job offers you a chance for advancement.

Maybe you'll take the job. Maybe not. Still, the interview was interesting. It wasn't difficult. You were nervous at first, but Mr. Bell put you at ease. Next time, you won't be afraid of an interview.

14.(b) Comprehension Questions

1. At what time was your interview?
2. What did you ask Mr. Bell about?
3. Is the office close to your home?
4. Where can you take courses?
5. How did you find out about this job?

15. Homework/Seatwork

Place the following words into the blanks below.

left	nervous	Avenue	garage
caught	went	to apply	in front of
easy	bus driver	early	know

Vinh _____ to a garage yesterday. He wanted _____ for a job. The garage was at 192 Forest Hill _____. He _____ his apartment early in the morning. He was _____ because he didn't _____ the way. He _____ the bus _____ his apartment building. He asked the _____ for directions. The trip to the _____ was _____, and Vinh got there _____.

VOCABULARY

Nouns

assistance
column
doughnut(s)
engine
letter
machine
medicine
middle
mistake(s)
movie(s)
patient
pocket
polity(ies)
potato(es)
restaurant
ribbon
sandwich(es)
test
variety

(Descriptive Words)

pleased
pretty
prompt
ready
reliable
safe
unreliable

Expressions

at ease

Verbs

break
catch
forget
qualify
run out

Descriptive Words

accurate
afraid
away
business
dependable
helpful
impressed
local
noisy
on time

PRE-VOC (7) 13

GIVING INFORMATION AT THE JOB INTERVIEW

Date	Who did you speak with?	His/her title	Name of Co.	What did he/she ask you	What was your answer	Successful?	Remarks
	Mr. Lonnie Ray	Manager	Taylor Toys	Can you start next week?	Yes I can Start any time.	Yes	

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UNIT EIGHT

OBJECTIVES FOR THE TEACHER:

Listening Comprehension

Student will be able to:

1. Comprehend and answer simple questions about the conversation.
2. Identify benefits of a full-time job.

Speaking

Student will be able to:

1. Give an appropriate response when:
 - a. asked about the benefits provided by employers.
 - b. asked about salaries, overtime and hours of work.
2. Recite a short dialogue with one another.
3. Ask questions to elicit the above information.
4. Perform all of the above with acceptable pronunciation.

Reading and Writing

Student will be able to:

1. Read a passage and answer comprehension questions for homework/seatwork.
2. Complete a short writing assignment for homework/seatwork.

OBJECTIVES FOR THE STUDENT:

In this lesson you will:

1. Listen to and understand the conversation.
2. Learn words about benefits provided by an employer.
3. Learn words about salaries and hours of work.
4. Learn to ask about benefits, salaries and hours of work.
5. Memorize a short dialogue.
6. Have a short conversation with another student.
7. Read a short selection and answer questions.
8. Do a short writing assignment.

INSTRUCTIONAL AIDS:

1. Pay check and tax table forms to accompany Drill No. 14.
2. Task sheet

CONVERSATION

To the Teacher: The following conversation is intended to introduce the student to 1) Wh-words How many and How much and countable and non-countable nouns, 2) quantifiers, and 3) Would like to used as an expression. Follow the same presentation procedure as outlined in Units 1-3.
This conversation is not for memorization.

* * * * *

To the Student: Listen to the following conversation. Do not memorize it.

1. Follow along in your book as your teacher reads the conversation.
2. When your teacher tells you to do so, close your book and listen to the conversation again.
3. Open your book. Your teacher will explain words and sentences you do not understand.
4. Close your book. Listen to the conversation again.
5. Answer the questions your teacher asks. Give short answers.

Situation: Mrs. O'Brien called Marta. Now, Marta is talking to Vinh.

Marta: I just got a call from Mrs. O'Brien. She offered me the job!

Vinh: Terrific! Will you take it?

Marta: Probably. I have to decide by Monday. The job doesn't pay that well.

Vinh: How much is the salary?

Marta: It's \$520 a month, before taxes. But there are a lot of benefits.

Vinh: That's good. In class, Mrs. Carlton gave us some good advice. She said that benefits can be as important as salary. What are the benefits? How much vacation do you get?

Marta: Well, I get two weeks of paid vacation and one day of sick leave per month.

Vinh: That sounds good. Do you get health insurance?

Marta: Yes, I do, but not dental. Also, I will get life insurance and a discount on car insurance through the agency.

Vinh: Is there a credit union?

Marta: No. I would like to join one. I need to buy a car and many credit unions lend money at low interest. But, I can take the bus until I save enough money to buy a car.



Vinh: How many hours a week will you work?
 Marta: I'll work 9 to 5, five days a week. But I'll have to work some Saturday mornings. That's not too much.
 Vinh: The job seems good: lots of benefits, and not too much work.
 Marta: The work will be interesting. I just decided. I'm going to take the job!

Comprehension Questions.

Teacher: What did Mrs. O'Brien offer Marta?
 What advice did Mrs. Carlton give the class about salary?
 What kinds of insurance will Marta get?
 Why does Marta want to join a credit union?
 How many days a week will Marta work?
 Will Marta take the job?

The following exercises drill questions words, How much and How many, and countable and non-countable nouns:

How	much	money	will you earn? is the salary?
	much		
	many	days a week	will you work?
	many	days off	do you have?

1. Repetition Drill.

Repeat the following sentences after your teacher.

How much money will you earn?
 How many overtime hours will you work?
 How much work will you have?
 How many days off will you have?
 How much training will you get?
 How much is the salary?
 How much vacation do you get?
 How many days a week will you work?

2. Substitution Drills.

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

(a)

T: How many interests do you have?
interviews
skills
certificates
years of education

years of experience

S: How many interests do you have?
How many interviews do you have?
How many skills do you have?
How many certificates do you have?
How many years of education do you have?
How many years of experience do you have?

(b)

T: How much work do you have?
space
time off
comp time
overtime
experience
training
insurance

S: How much work do you have?
How much space do you have?
How much time off do you have?
How much comp time do you have?
How much overtime do you have?
How much experience do you have?
How much training do you have?
How much insurance do you have?

3. Answer Drills.

Ask the questions and have students answer them using "... a few/several." in (a) and "... a lot/a little." in (b).

Answer your teacher's questions. Use "... a few/several." in (a) and "... a lot/a little." in (b) in your answers.

(a)

T: How many deductions will Marta take?

How many benefits will we get?

How many people will Mrs. O'Brien interview?

How many advantages does the job offer?

S₁: She'll take a few.
S₂: She'll take several.

S₁: We'll get several.
S₂: We'll get a few.

S₁: She'll interview several.
S₂: She'll interview a few.

S₁: It offers several.
S₂: It offers a few.

(b)

- T: How much overtime will Marta work? S₁: She'll work a lot.
S₂: She'll work a little.
- How much credit do you want? S₁: I want a lot.
S₂: I want a little.
- How much opportunity for advancement is there? S₁: There's a lot.
S₂: There's a little.
- How much interest does the credit union charge? S₁: It charges a lot.
S₂: It charges a little.

4. Question and Answer Drill.

Provide the cue and have students ask question using "How much" or "How many" and the cues you provide. Ask them to answer with, "Just a little." or "Just a few."

Use the cue your teacher provides, and ask a question with, "How much... do you have?" Answer with, "Just a little." or "Just a ver."

- T: days off S₁: How many days off do you have?
S₂: Just a few.
- benefits S₁: How many benefits do you have?
S₂: Just a few.
- breaks S₁: How many breaks do you have?
S₂: Just a few.
- work S₁: How much work do you have?
S₂: Just a little.
- experience S₁: How much experience do you have?
S₂: Just a little.
- references S₁: How many references do you have?
S₂: Just a few.
- training S₁: How much training do you have?
S₂: Just a little.
- holidays S₁: How many holidays do you have?
S₂: Just a few.

5. Short Dialogue.

Memorize the following dialogue.

Vinh: I would like a job with some overtime hours.
Marta: Why?
Vinh: Overtime pays time-and-a-half.
Marta: Do you get one-and-a-half times the regular pay for each overtime hour?

Vinh: That's right!

Keo: Wow. I would like to work late for that kind of money.

The following exercises drill quantifiers:

Quantifiers		
I'll have to work There are The job doesn't have Do I get	Many some a lot of much any	credit unions lend money. Saturdays. benefits. work, time off?

6. Repetition Drill.

Repeat the following sentences after your teacher.

Mrs. Carlton gave us some good advice.
Many credit unions lend money at low prices.
I'll have to work some Saturday mornings.
The job doesn't have much work.
There are a lot of benefits.
I would like to get some credit.
Do I get any time off?

7. Substitution Drills.

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

(a)

T: There are a lot of benefits.

many
some
a few
several

S: There are a lot of benefits.
There are many benefits.
There are some benefits.
There are a few benefits.
There are several benefits.

(b)

T: Many credit unions lend money.

Some
A few
A lot of
Several

S: Many credit unions lend money.
Some credit unions lend money.
A few credit unions lend money.
A lot of credit unions lend money.
Several credit unions lend money.

(c)

T: I don't have much time.
work
sick leave
annual leave

S: I don't have much time.
I don't have much work.
I don't have much sick leave.
I don't have much annual leave.

(d)

T: Marta would like some health insurance.

employee
benefits
advice
hints
information

S: Marta would like some health insurance.

Marta would like some employee benefits.
Marta would like some advice.
Marta would like some hints.
Marta would like some information.

(e)

T: Don't you have any bus tickets?
application forms
information
uniforms
job leads

S: Don't you have any bus tickets?
Don't you have any application forms?
Don't you have any information?
Don't you have any uniforms?
Don't you have any job leads?

8. Answer Drills.

Ask the following questions.
Have students give short answers
in the affirmative or negative.

Give short answers to your teacher's
questions. Answer "Yes, ... do." or
"No, ... don't." in a) and "Yes, ...
would." or "No, ... wouldn't." in b).

(a)

T: Do most newspapers list want ads?
Do all private agencies charge you
a fee?
Do many employers want to interview
you?
Do a lot of application forms ask
about your religion?
Do most ads give you all the facts?
Do all schools have placement offices?

S: (Yes, they do.)

(Yes, they do.)

(Yes, they do.)

(No, they don't.)
(No, they don't.)
(No, they don't.)

(b)

T: Would you like any health insurance?
Would you like any dental insurance?
Would you like some credit references?
Would you like some good advice?
Would you like a little time off?
Would you like a lot of weekend hours?

S: (Yes, I would.)

(No, I wouldn't.)

(Yes, I would.)
(Yes, I would.)
(Yes, I would.)

(No, I wouldn't.)

9. Substitution Drill.

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

T: I'll work five days a week.
ten hours a month
forty hours a week
some Saturdays
a lot of weekends
a few weekends

S: I'll work five days a week.
I'll work ten hours a month.
I'll work forty hours a week.
I'll work some Saturdays.
I'll work a lot of weekends.
I'll work a few weekends.

10. Multiple Substitution Drills.

Repeat the first sentence after your teacher. Then make a sentence using the cues provided.

(a)

T: Marta will make \$520 a month.
get
won't
Vinh
any benefits
didn't
many
interviews

S: Marta will make \$520 a month.
Marta will get \$520 a month.
Marta won't get \$520 a month.
Vinh won't get \$520 a month.
Vinh won't get any benefits.
Vinh didn't get any benefits.
Vinh didn't get many benefits.
Vinh didn't get many interviews.

(b)

T: Hieu filled out a lot of applica-
tion forms.
several

mailed
Vinh
took
tests
a few
Marta
many
passed

S: Hieu filled out a lot of application
forms.
Hieu filled out several application
forms.
Hieu mailed several application forms.
Vinh mailed several application forms.
Vinh took several application forms.
Vinh took several tests.
Vinh took a few tests.
Marta took a few tests.
Marta took many tests.
Marta passed many tests.

11. Review: What time in questions.

Question and Free Response Drill.

Ask first student to answer your question and then ask the same question. Have second student answer. Students may give reasonable answers.

Answer your teacher's question. Then ask the same question, and give a reasonable answer.

T: What time do you start work?

S₁: At (9 o'clock).
What time do you start work?

S₂: At (10 o'clock).

What time do you finish work?

S₁: At (5 o'clock).
What time do you finish work?

S₂: At (5:30).

What time do you eat lunch?

S₁: At (12:15).
What time do you eat lunch?

S₂: At (1 o'clock).

What time do you go to bed?

S₁: At (11:30).
What time do you go to bed?

S₂: At (11 o'clock).

What time do you get up?

S₁: At (6:45).
What time do you get up?

S₂: At (7 o'clock).

What time do you leave the house?

S₁: At (8:10).
What time do you leave the house?

S₂: At (8:15).

What time do you get home?

S₁: At (5:30).
What time do you get home?

S₂: At (6:40).

12. Role Playing Activity.

Have the students use the following four situations to make up simple dialogues.

Have a short conversation with another student about the following situations.

- I. Marta and Vinh discuss the benefits of Marta's job.
- II. Mrs. O'Brien and Marta discuss the deductions in Marta's paycheck.
- III. Marta wonders about health and dental insurance. Vinh encourages her to get some.

13. Completion Drill.

Students should fill in the blanks with the appropriate word from the list.

Fill in the blanks in the story.
Use a word from the list.

friend	painter	overtime	earn
a week	social security	a lot	net
Saturdays	withheld	pay	also

Vinh's _____ Hieu has a job as a _____. He makes \$90 _____ in regular pay. He also works _____ some _____. This week, he earned \$20 in overtime _____. His boss _____ \$11.10 for income tax and \$6.44 for _____. That amounted to _____ of deductions. The union _____ charged a little bit, \$2.40. How much _____ pay did Hieu _____ this week?

14.(a) Reading Passage.

"Taking Vinh to the Cleaners"

Friday was a great day for Vinh. He received his first paycheck from Acme Cleaners. But Vinh was a little puzzled. There were a few things he didn't understand. His regular pay plus overtime pay equalled \$130.00. \$19.70 was deducted for federal income tax. Vinh's friend, Hoang, also earned \$130.00, but his federal tax was only \$12.00. Why?

Vinh asked his employer. Mr. Ace showed Vinh the tax tables. They describe how much each person pays in taxes. There was one table for Vinh, who is single, and another table for Hoang, who is married. Each table lists wages earned and exemptions claimed. Each man earned \$130.00 in wages. Vinh had one exemption, himself. Hoang had 3 exemptions, himself, his wife, and their daughter. Hoang pays less money in taxes because he is married, and because he has more exemptions.

14.(b) Comprehension Questions.

1. Did Vinh understand his paycheck?
2. Why does Hoang pay fewer taxes than Vinh?
3. What are the three deductions for on Hoang's paycheck?
4. How much income tax would you pay on \$100.00 a week with two deductions; on \$93.00 a week with six deductions? Use the table on p. 12 to answer this question.

Name		
VINH VAN LONG		
From 2-7 to 2-12 incl		
Regular	110	00
Overtime	20	00
Total Earnings		
WH/tax	19	70
FICA	7	60
ST/tax	1	72
Total Deductions		
		29.02
Amt. of Check		100.98

ACME

CLEANERS

Pay to the order of _____ \$ _____

Dollars

Branch Office
CALHOUN NATIONAL
BANK

FEDERAL TAXES

SINGLE Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—											
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more	
		The amount of income tax to be withheld shall be—											
\$00	\$2	\$12.00	\$9.10	\$6.50	\$3.90	\$1.80	\$0	\$0	\$0	\$0	\$0	\$0	
2	4	12.40	9.50	6.90	4.30	2.10	0	0	0	0	0	0	
4	6	12.80	9.90	7.20	4.60	2.30	.30	0	0	0	0	0	
6	8	13.20	10.20	7.50	5.00	2.60	.60	0	0	0	0	0	
8	10	13.60	10.60	8.00	5.40	2.90	.90	0	0	0	0	0	
10	12	14.10	11.00	8.30	5.70	3.20	1.20	0	0	0	0	0	
12	14	14.50	11.40	8.70	6.10	3.50	1.40	0	0	0	0	0	
14	16	14.90	11.80	9.00	6.40	3.80	1.70	0	0	0	0	0	
16	18	15.20	12.20	9.40	6.80	4.20	2.00	0	0	0	0	0	
18	20	15.70	12.70	9.80	7.20	4.60	2.30	.30	0	0	0	0	
20	22	16.10	13.10	10.20	7.60	5.00	2.60	.80	0	0	0	0	
22	24	16.50	13.50	10.60	8.00	5.40	2.90	1.10	0	0	0	0	
24	26	16.90	13.90	11.00	8.40	5.80	3.20	1.40	0	0	0	0	
26	28	17.30	14.30	11.40	8.80	6.20	3.50	1.70	0	0	0	0	
28	30	17.70	14.70	11.80	9.20	6.60	3.80	2.00	.30	0	0	0	
30	32	18.10	15.10	12.20	9.60	7.00	4.10	2.30	.60	0	0	0	
32	34	18.50	15.50	12.60	10.00	7.40	4.40	2.60	.90	0	0	0	
34	36	18.90	15.90	13.00	10.40	7.80	4.70	2.90	1.20	0	0	0	
36	38	19.30	16.30	13.40	10.80	8.20	5.00	3.20	1.50	0	0	0	
38	40	19.70	16.70	13.80	11.20	8.60	5.30	3.50	1.80	0	0	0	
40	42	20.10	17.10	14.20	11.60	9.00	5.60	3.80	2.10	0	0	0	
42	44	20.50	17.50	14.60	12.00	9.40	5.90	4.10	2.40	.40	0	0	
44	46	20.90	17.90	15.00	12.40	9.80	6.20	4.40	2.70	.70	0	0	
46	48	21.30	18.30	15.40	12.80	10.20	6.50	4.70	3.00	1.00	0	0	
48	50	21.70	18.70	15.80	13.20	10.60	6.80	5.00	3.30	1.30	0	0	
50	52	22.10	19.10	16.20	13.60	11.00	7.10	5.30	3.60	1.60	0	0	
52	54	22.50	19.50	16.60	14.00	11.40	7.40	5.60	3.90	1.90	0	0	
54	56	22.90	19.90	17.00	14.40	11.80	7.70	5.90	4.20	2.20	.20	0	
56	58	23.30	20.30	17.40	14.80	12.20	8.00	6.20	4.50	2.50	.50	0	
58	60	23.70	20.70	17.80	15.20	12.60	8.30	6.50	4.80	2.80	.80	0	
60	62	24.10	21.10	18.20	15.60	13.00	8.60	6.80	5.10	3.10	1.10	0	
62	64	24.50	21.50	18.60	16.00	13.40	8.90	7.10	5.40	3.40	1.40	0	
64	66	24.90	21.90	19.00	16.40	13.80	9.20	7.40	5.70	3.70	1.70	0	
66	68	25.30	22.30	19.40	16.80	14.20	9.50	7.70	6.00	4.00	2.00	0	
68	70	25.70	22.70	19.80	17.20	14.60	9.80	8.00	6.30	4.30	2.30	0	
70	72	26.10	23.10	20.20	17.60	15.00	10.10	8.30	6.60	4.60	2.60	0	
72	74	26.50	23.50	20.60	18.00	15.40	10.40	8.60	6.90	4.90	2.90	0	
74	76	26.90	23.90	21.00	18.40	15.80	10.70	8.90	7.20	5.20	3.20	0	
76	78	27.30	24.30	21.40	18.80	16.20	11.00	9.20	7.50	5.50	3.50	0	
78	80	27.70	24.70	21.80	19.20	16.60	11.30	9.50	7.80	5.80	3.80	0	
80	82	28.10	25.10	22.20	19.60	17.00	11.60	9.80	8.10	6.10	4.10	0	
82	84	28.50	25.50	22.60	20.00	17.40	11.90	10.10	8.40	6.40	4.40	0	
84	86	28.90	25.90	23.00	20.40	17.80	12.20	10.40	8.70	6.70	4.70	0	
86	88	29.30	26.30	23.40	20.80	18.20	12.50	10.70	9.00	7.00	5.00	0	
88	90	29.70	26.70	23.80	21.20	18.60	12.80	11.00	9.30	7.30	5.30	0	
90	92	30.10	27.10	24.20	21.60	19.00	13.10	11.30	9.60	7.60	5.60	0	
92	94	30.50	27.50	24.60	22.00	19.40	13.40	11.60	9.90	7.90	5.90	0	
94	96	30.90	27.90	25.00	22.40	19.80	13.70	11.90	10.20	8.20	6.20	0	
96	98	31.30	28.30	25.40	22.80	20.20	14.00	12.20	10.50	8.50	6.50	0	
98	100	31.70	28.70	25.80	23.20	20.60	14.30	12.50	10.80	8.80	6.80	0	
100	105	32.10	29.10	26.20	23.60	21.00	14.60	12.80	11.10	9.10	7.10	0	
105	110	32.50	29.50	26.60	24.00	21.40	14.90	13.10	11.40	9.40	7.40	0	
110	115	32.90	29.90	27.00	24.40	21.80	15.20	13.40	11.70	9.70	7.70	0	
115	120	33.30	30.30	27.40	24.80	22.20	15.50	13.70	12.00	10.00	8.00	0	
120	125	33.70	30.70	27.80	25.20	22.60	15.80	14.00	12.30	10.30	8.30	0	
125	130	34.10	31.10	28.20	25.60	23.00	16.10	14.30	12.60	10.60	8.60	0	
130	135	34.50	31.50	28.60	26.00	23.40	16.40	14.60	12.90	10.90	8.90	0	
135	140	34.90	31.90	29.00	26.40	23.80	16.70	14.90	13.20	11.20	9.20	0	
140	145	35.30	32.30	29.40	26.80	24.20	17.00	15.20	13.50	11.50	9.50	0	
145	150	35.70	32.70	29.80	27.20	24.60	17.30	15.50	13.80	11.80	9.80	0	

PRE-VOC (8) 12

VOCABULARY

Nouns

advantage(s)
agency
annual leave
application
branch office
break(s)
car insurance
certificate(s)
class
comp time
credit union
deduction(s)
dental insurance
discount
education
employee(s)
exempt
exemption(s)
experience
fact(s)
federal income tax
federal tax
fee
F.I.C.A. (Federal Insurance
Contributions Act, or
Social Security)
form(s)
health insurance
hint(s)
holiday(s)
income tax
interest
interests
lead(s)
life insurance
painter
paycheck
payroll period
price(s)
religion
sick leave
State tax(St.)
tax table(s)
tax(es)

ticket(s)
uniform(s)
withholding tax(Wh.)

Verbs

amount
charge
decide
encourage
equal
join
lend
list
mail
offer
wonder

Descriptive Words

claimed
earned
enough
important
low
net
overtime (n.+adj.)
probably
puzzled
regular
single
terrific

Date	What job was advertised?	Opening Comment	Question about the Salary	Salary	Closing Comment	Successful	Remarks
3-23-78	Service Station Attendant	I'm calling for information on the job you advertised.	What is the salary please?	\$80/mo.	Thanks for your help.	Yes	